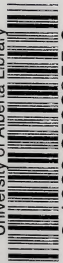


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Module 1: Having Fun with Numbers

de Two




# Mathematics



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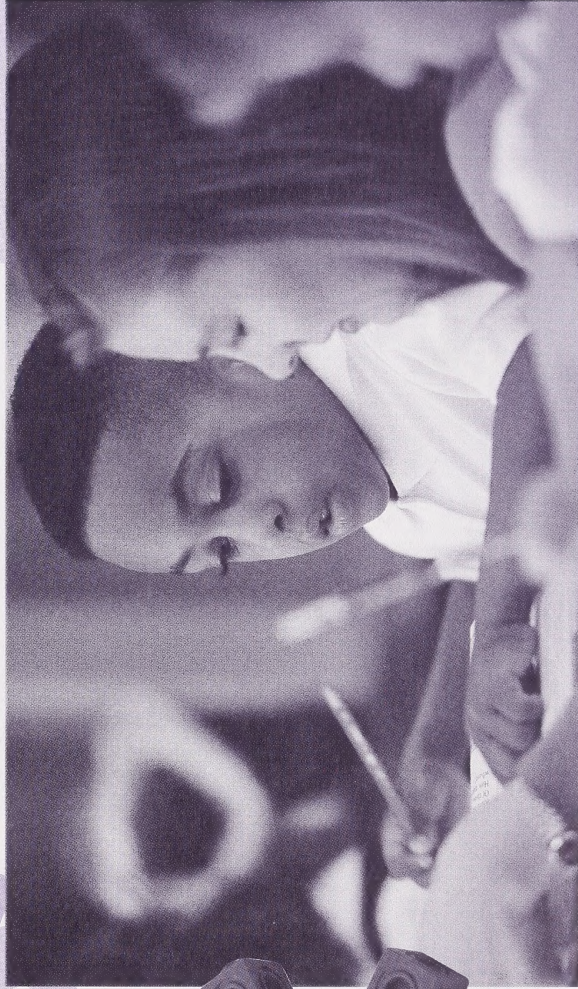
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## Grade Two Mathematics: Module 1

# Having Fun with Numbers



Learning  
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LEARNING





Grade Two Mathematics  
Module 1: Having Fun with Numbers  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-1644-7

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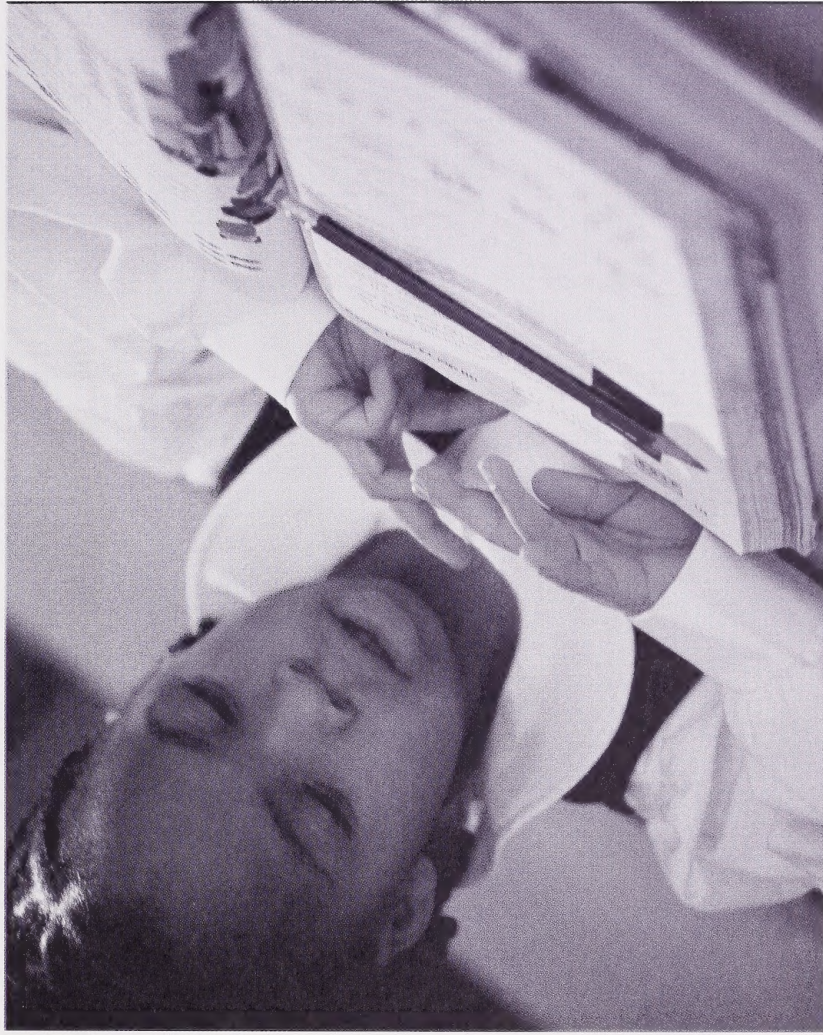
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# Welcome to Grade Two Mathematics





Have you ever shared a cookie with a friend? Did you try to break it evenly so that you each got the same amount of cookie? Have you tried to figure out how tall you are? Can you tell how much time you have to do something? How much does something weigh? In Grade Two Mathematics, you will learn how to do these activities.

Look at the picture on this page. It gives the titles of the Student Module Booklets you will be using. The titles tell you the different, fun things you will be learning in mathematics.



Explain to the student that this booklet is a Student Module Booklet. Then go over the diagram with the student. Read the title of each module and talk briefly about it. Tell the student that he or she will complete assignments after certain lessons in the Student Module Booklet. These assignments will be sent to the teacher to mark.



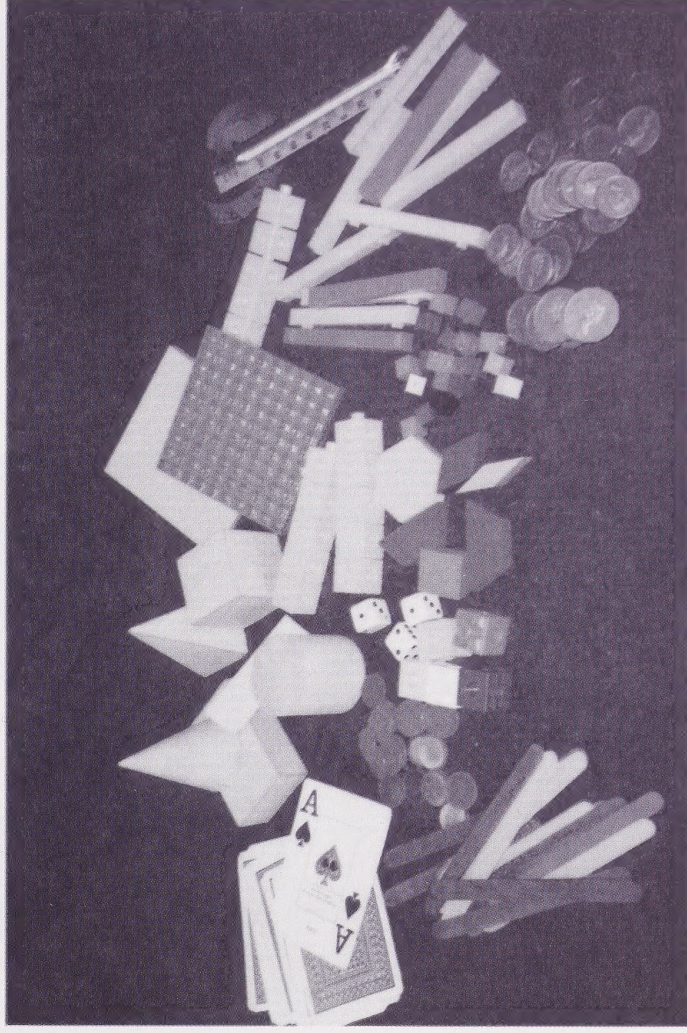


Explain that the materials will help the student learn math in an easy and fun way. Go over each of the objects listed and discuss what some of the uses for them may be.

## Materials You Need

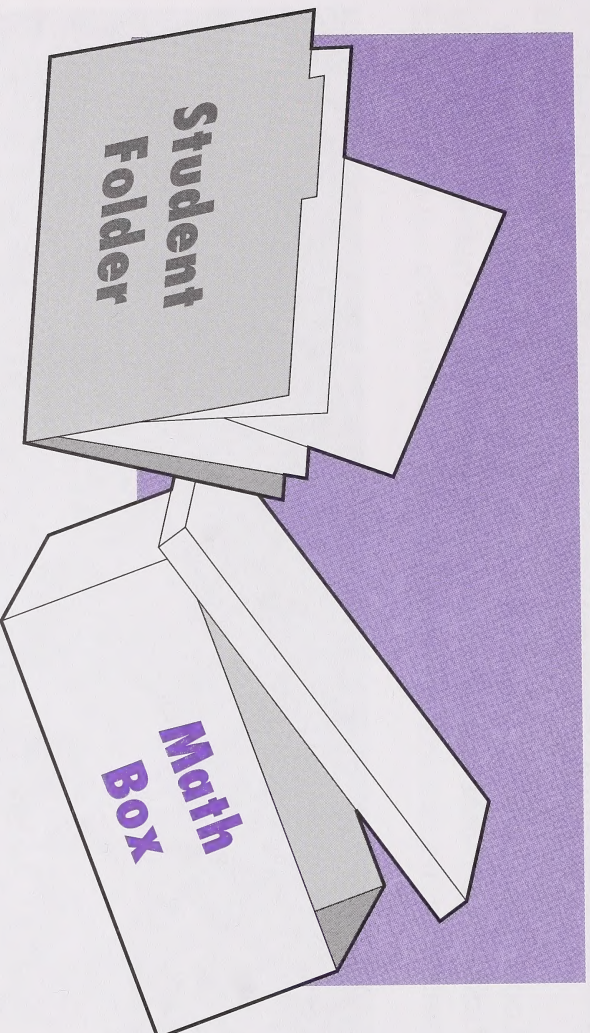
You get to use many different materials to help you with your math.

Look at the picture. These are some of the supplies you will need for Grade Two Mathematics. Your home instructor will help you gather the materials you will need.





You will need a box to put all these objects in. You can call it your Math Box.



You will also need a folder to put all of your paper work in. This will be called your Student Folder.

At the end of each day, make sure you put your papers and materials away in either your Math Box or Student Folder.

With the student, find a box that will contain all these items. Then have the student write *Math Box* on the box. Tell the student that papers will be put in a folder, called the Student Folder.





Discuss the stop sign with the student and how it relates to the math icons. Look at each of the icons, and explain what each of them means.



## Math Pictures

What is this sign? What does it tell you to do?



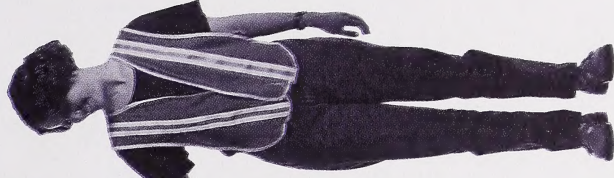
When you see a stop sign, you know to stop. When you see these signs, or pictures, you will know to stop and do what they say, too.



This picture tells you to put something in or take something out of your Math Box.



This picture tells you to put something in or take something out of your Student Folder.



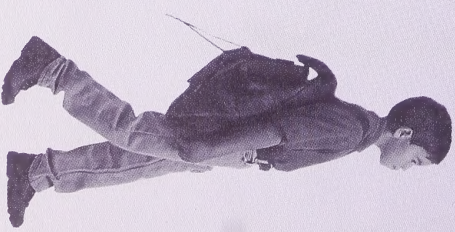




This picture tells you to go to the Assignment Booklet.



This picture tells you that you can do some Extension Activities that will give you more practice doing something you have learned.





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# Having Fun with Numbers



Do you know your phone number? Do you know your address? How about the number of rooms in your house? How many floors are there in the hospital nearest your home? Do you know how many players there are on a hockey team?

Numbers are used every day in many ways. These examples show how important numbers are. You will be working with numbers and objects in different ways in this module. You will learn new ways of looking at numbers.





Get ready to have fun with numbers!





# Day 1: Reading and Writing Numbers to 50



Today is your first day of Grade Two Mathematics.

In today's lessons, you will meet some people who are doing Grade Two Mathematics, too.

You are also going to review some things that you learned in Grade One Mathematics. You will have a chance to count, read, and print numbers up to 50.

It's time to get started now.



# Reading and Writing Numbers to 50

Day 1

Before beginning the lessons, introduce the two children, Jasper and Elena, to the student. Read the text with the student. Afterwards explain that Jasper and Elena will occasionally appear throughout the course. They will do math activities, too.

## Meet Elena and Jasper

Look at the children pictured here. They are Jasper and Elena. They will be going on a math journey with you. You will see them from time to time throughout this course.

Jasper and Elena are in Grade Two. They are learning new things just like you.





## Day 1

# Reading and Writing Numbers to 50

## Lesson 1

Take out the One Hundred Chart. Look at the chart and the numbers on it. With your instructor, read the numbers from 1 to 50.



Have the student turn to the Appendix and take out the One Hundred Chart. Point to the numbers as the student reads each one. This activity reviews numbers to 50, which the student learned in Grade One.





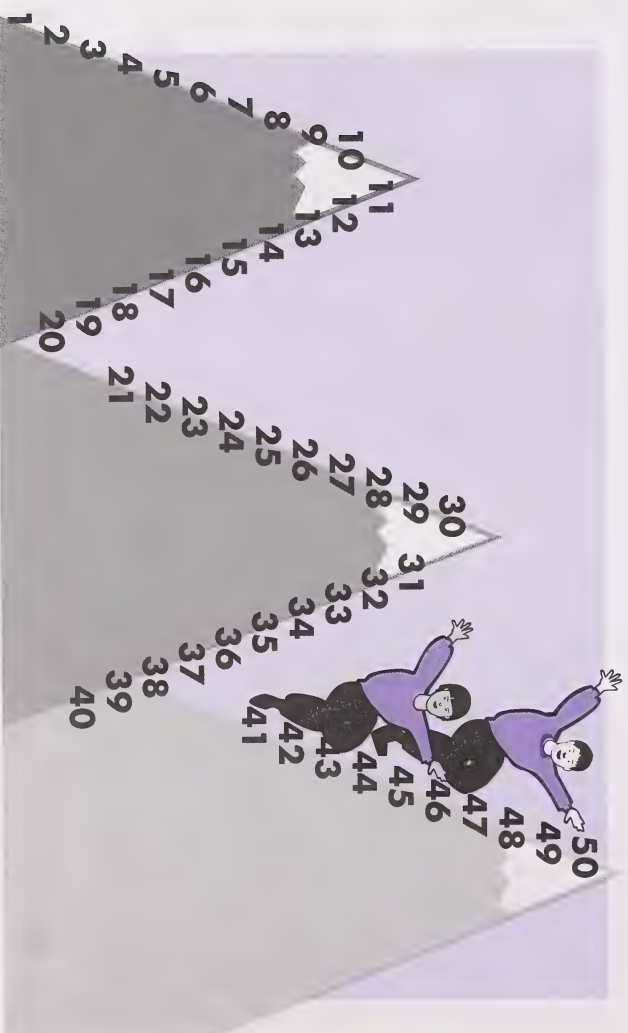
# Reading and Writing Numbers to 50

Day 1

Point to each number and help the student if necessary.

## Lesson 2

Read out loud and count to 50 with Jasper and Elena as they climb up and down the mountains.



What number do you begin counting with?  
Right! You start with 1.



Did you know that there is a number that comes before 1?

What is it?

Yes, zero is a number.

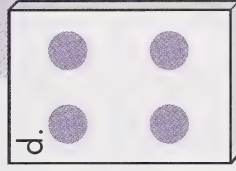
Let the student know that there is a number that comes before one and that number is zero.

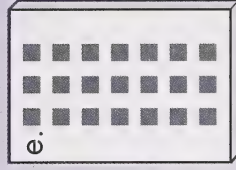
1. Count the number of objects in each box and write the number beside it.

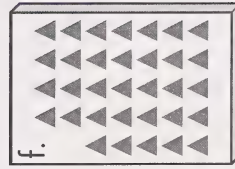
a. 

b. 

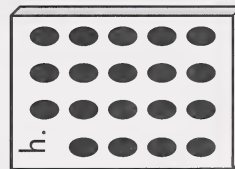
c. 

d. 

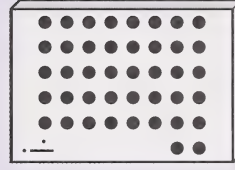
e. 

f. 

g. 

h. 

i. 

j. 



2. Fill in the missing numbers below the dots. Use your One Hundred Chart to help you fill in the missing numbers.

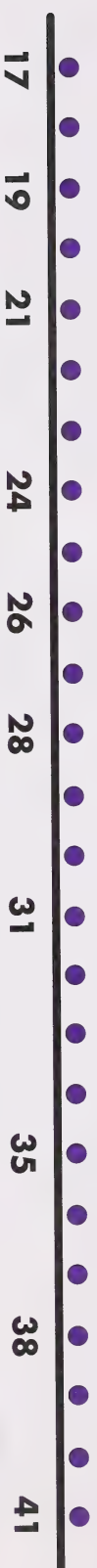
a.



b.



c.





## Day 2: Piles of Fun

Have you ever helped pick apples and made them into a pile? Or, have you ever raked leaves into piles?

Today you will be working with piles.

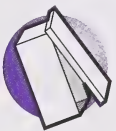
In Day 2 you will be making piles of objects. You will count how many objects are in each pile. Then you will decide which pile has more objects.

You will also keep on practising reading and writing numbers up to 50.



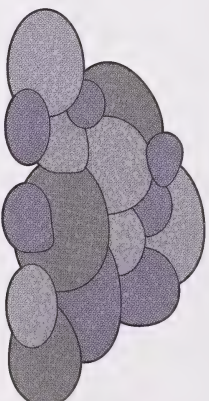
Tell the student that he or she will be grouping objects and counting them. Help the student choose small manipulatives to work with for this lesson. The objects should be small so that the student can hold up to 50 of them. The student practises counting in this lesson.

## Lesson 1



Choose small objects from your Math Box.

Jasper and Elena found many rocks on their hike. They put them into piles and counted them.



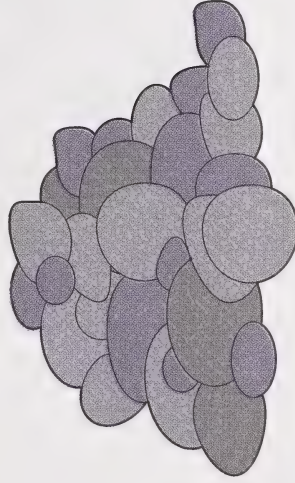
You can have fun putting things in a pile, too. Take a handful of the objects you have selected and count them out. Then put them in a pile like Jasper and Elena did.

How many did you put into a pile?



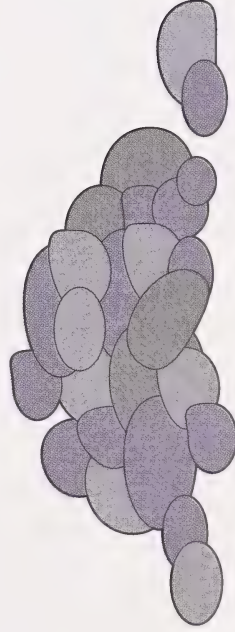
Try it again. Take another handful and see if you can get a different number in your pile. Count how many you have.

How many did you count in your second pile?



Do it one more time. Take a handful of objects, make a third pile, and count how many objects you have.

How many did you count in your third pile?

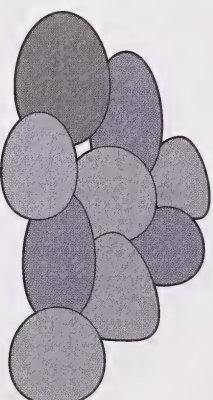


Have the student count the piles of rocks and answer the questions. Read the text with the student.

### Lesson 2

Here is the pile of rocks Jasper made.

Jasper's Pile



1. Jasper wants his pile to have fewer than ten rocks. Count the rocks in his pile.

a. Does this pile have fewer than ten rocks?

Circle

**yes**

or

**no**.

b. How many rocks are in this pile?



Here is the pile of rocks Elena made.

Elena's Pile



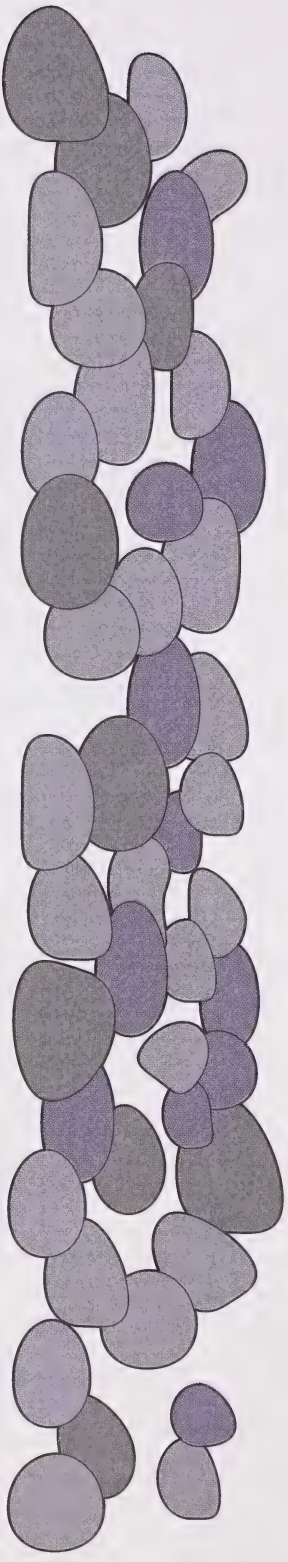
2. Elena wants her pile of rocks to have more than 32 rocks. Count the rocks in her pile.

a. Does this pile have more than 32 rocks?

Circle **yes** or **no**.

b. How many rocks are in this pile?

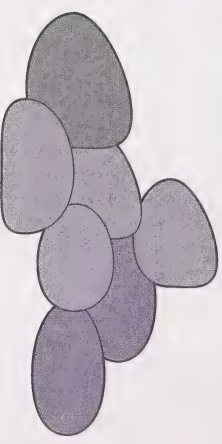
3. Here is Jasper's second pile of rocks. He wants it to have fewer than 48 rocks. Count the rocks in this pile.



a. Does this pile have fewer than 48 rocks? Circle **yes** or **no**.

b. How many rocks are in this pile?

4. Here is Elena's second pile of rocks. She wants it to have more than four rocks. Count the rocks in this pile.



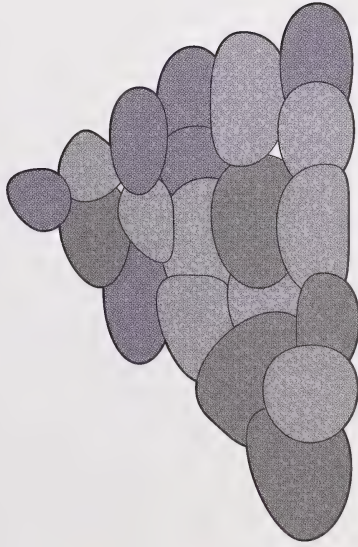
a. Does this pile have more than four rocks? Circle **yes** or **no**.

b. How many rocks are in Elena's second pile?



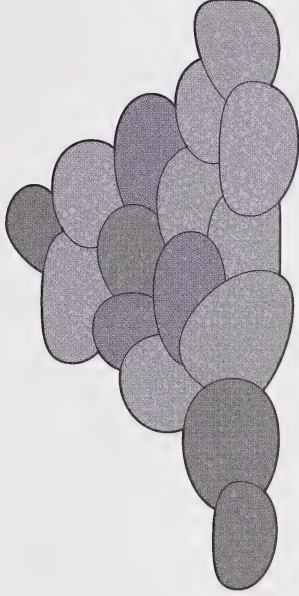
5. Count the rocks in each of these piles.

Pile A



a. How many rocks are in Pile A?

Pile B



b. How many rocks are in Pile B?

c. Which pile has fewer than 18 rocks? Circle the answer: Pile A

Pile B

d. Which pile has more than 17 rocks? Circle the answer: Pile A

Pile B

6. Print the number that comes before the one given.

a. , 9

c. , 24

e. , 36

g. , 17

i. , 31

b. , 48

d. , 13

f. , 50

h. , 42

j. , 2

7. Print the number that comes after the one given.

a. 7,

c. 39,

e. 47,

g. 33,

i. 20,

b. 12,

d. 22,

f. 9,

h. 49,

j. 45,

8. Print the number that comes between the ones given.

a. 0, , 2

c. 16, , 18

e. 42, , 44

g. 30, , 32

i. 48, , 50

b. 39, , 41

d. 23, , 25

f. 9, , 11

h. 29, , 31

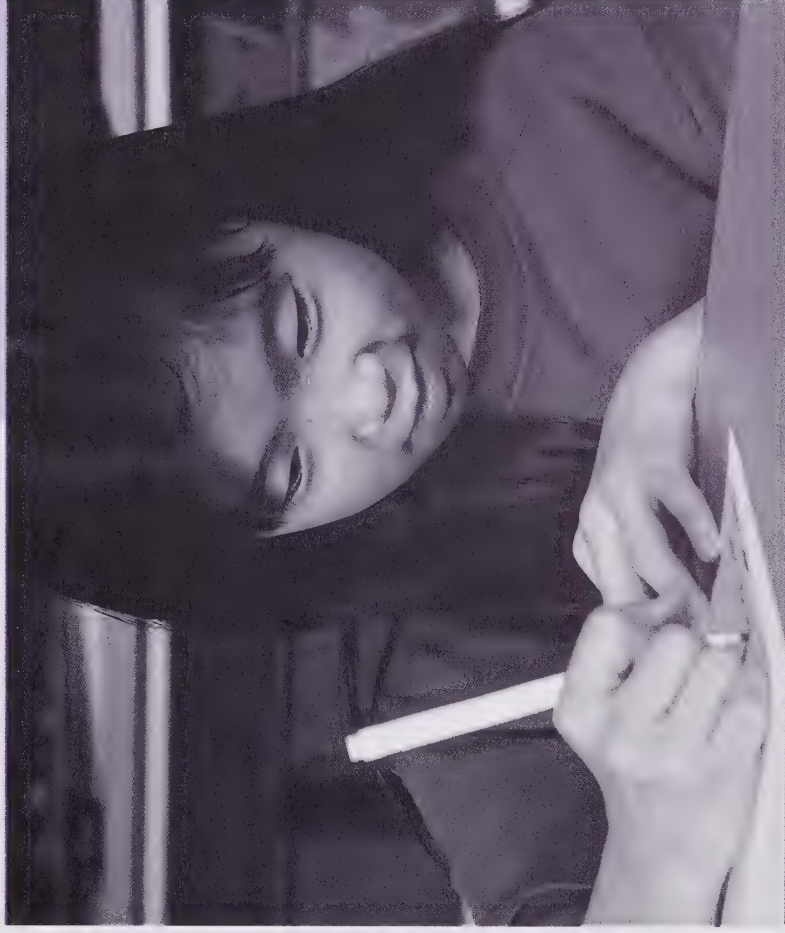
j. 36, , 38



## Day 3: Reading and Writing Numbers to 100

Now that you have reviewed reading and writing numbers up to 50, it's time to start working with numbers from 51 to 100. You will count, read, and print numbers up to 100.

Today you will travel with Jasper and Elena on a mountain trip. You will have a chance to travel in your own home.



# Reading and Writing Numbers to 100

Day 3

Have the student count aloud from 51 to 100 on the One Hundred Chart. Point to the numbers as each one is read aloud. Assist if necessary.

## Lesson 1



Take out your One Hundred Chart from your Student Folder.

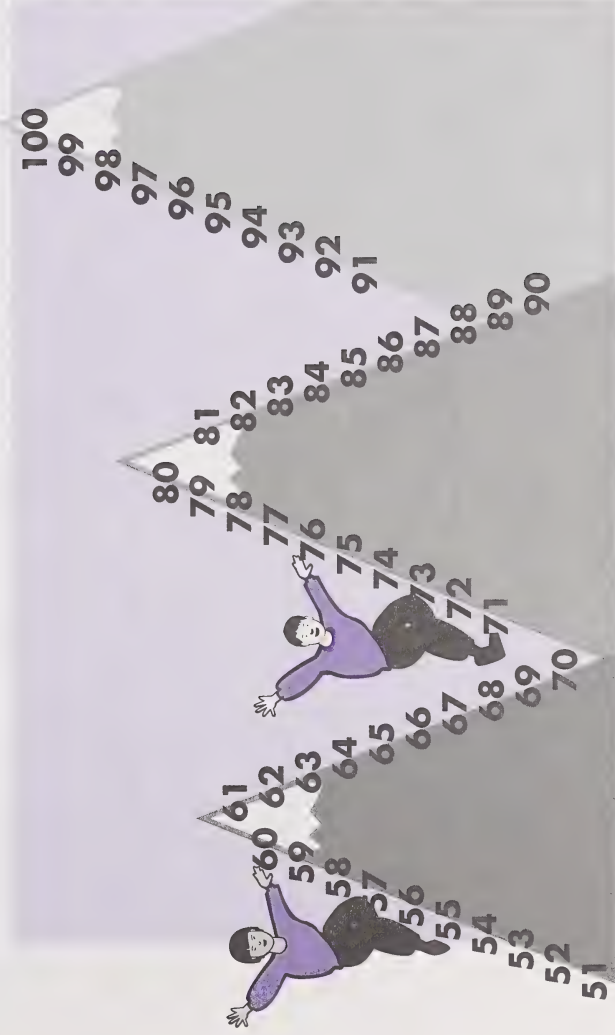
Look at the numbers on it. Read aloud the numbers from 51 to 100.





## Lesson 2

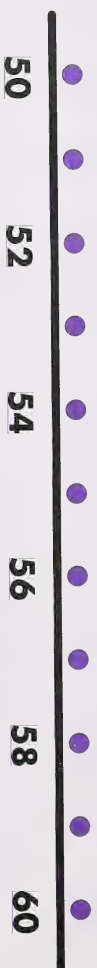
Read and count aloud from 51 to 100 with Jasper and Elena as they climb up and down more mountains.



Count along with the student if help is needed.

1. Fill in the missing numbers below the dots. You can use your One Hundred Chart to help you.

a.



b.



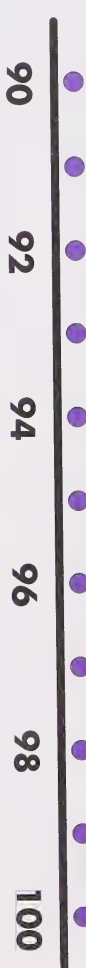
c.



d.



e.





2. Print the number that comes **before** the one given.

a. , 89

c. , 50

e. , 66

g. , 58

i. , 47

b. , 71

d. , 100

f. , 99

h. , 75

j. , 63

3. Print the number that comes **after** the one given.

a. 60,

c. 59,

e. 97,

g. 68,

i. 45,

b. 77,

d. 82,

f. 71,

h. 53,

j. 99,

4. Print the number that comes **between** the ones given.

a. 60, , 62

c. 76, , 78

e. 97, , 99

g. 64, , 66

i. 88, , 90

b. 89, , 91

d. 53, , 55

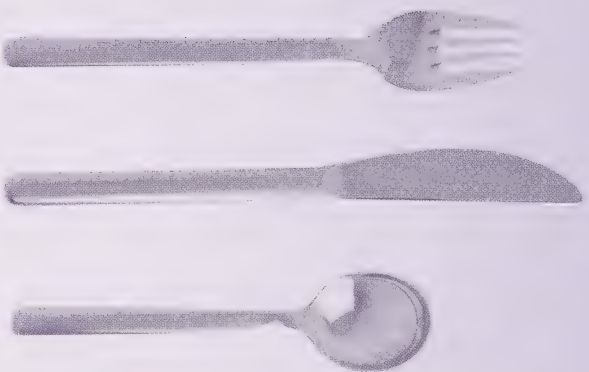
f. 81, , 83

h. 95, , 97

j. 72, , 74

In this activity, the student will write, "I took \_\_\_\_\_ steps in my home."

The student will write, "I counted \_\_\_\_\_ forks, knives, and spoons altogether."



Walk around your home, going from room to room. Count each step you take. In a complete sentence, print how many steps you took.

Go to your kitchen. Pull out the cutlery drawer and count how many forks, knives, and spoons there are in total.

In a complete sentence, print how many you counted altogether.



For more practice using numbers to 100, go to the Extension Activities.



## Day 4: Counting Back



Have you played the game hopscotch before? As you start the game, the numbers on the squares could be counted forward. As you move back down the squares, the numbers on the squares could be counted backward.

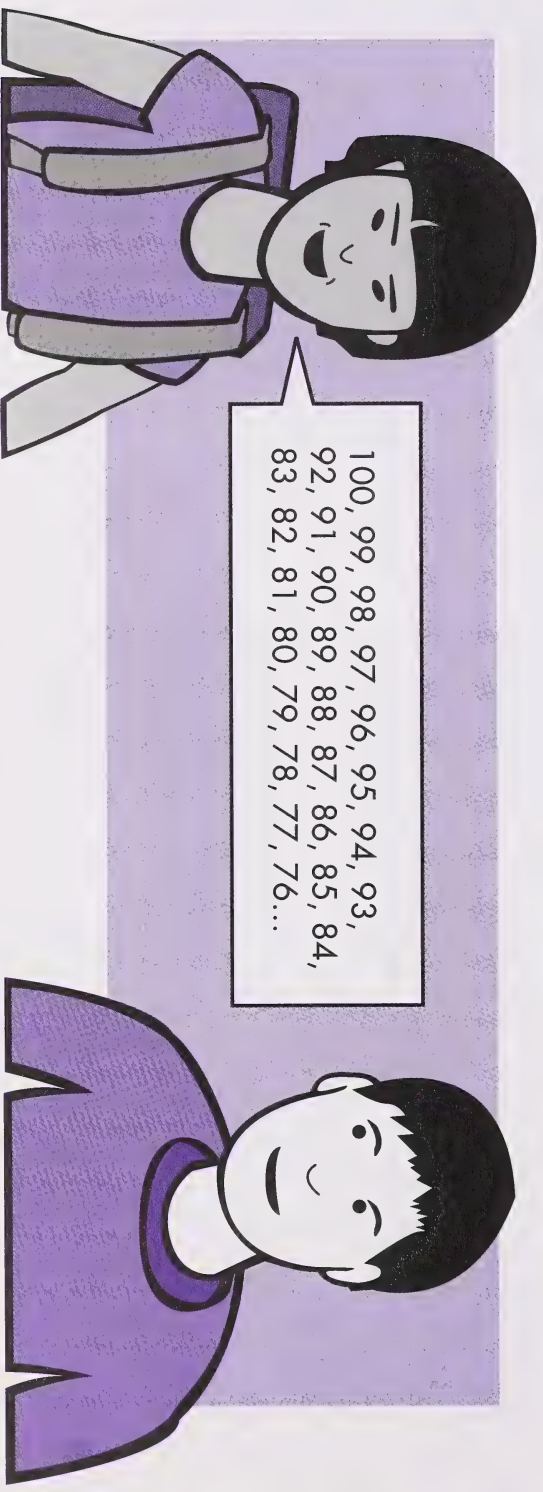
You have had practice counting forward to 100. Now it's time to try counting backward. You will also continue to read and print numbers between 1 and 100.

### Lesson 1

Elena told Jasper that she knows all the numbers from 1 to 100.

Jasper said, “That’s great, but can you count **backward**?”

Elena tried, and she got them all right!





## Lesson 2

1. You can count backward, too. First, answer these questions.

a. What is 1 fewer than 11?

f. What is 1 fewer than 6?

b. What is 1 fewer than 10?

g. What is 1 fewer than 5?

c. What is 1 fewer than 9?

h. What is 1 fewer than 4?

d. What is 1 fewer than 8?

i. What is 1 fewer than 3?

e. What is 1 fewer than 7?

j. What is 1 fewer than 2?

Starting with 1.a., read aloud the numbers you printed. Each number is one fewer than the number before. That's counting backward!

Help count backward if the student is having difficulty.

The student may use the One Hundred Chart if he or she is having difficulty.



2. Count backward from these numbers.

a. 15, , , , , , , , 9

b. 23, , , , , , , , 17

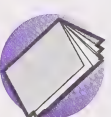
c. 44, , , , , , , , 38

d. 67, , , , a , , , , 61

e. 82, , , , , , , , 76



For more practice counting backward, go to the Extension Activities.



Go to Assignment Booklet 1A.



## Day 5: Greater or Fewer

Look at the domino in this picture.

Do both sides of the domino have the same number of dots?

Are there more dots on one side? Are there less dots on one side?

Today you are going to look at numbers that are one more and one less.



Tell the student that in mathematics, *greater* is the word used to mean *more*. *Fewer* is the word used to mean *less*.

Greater  
means  
more.

Fewer  
means  
less.

## Lesson 1

Elena wants to see how well Jasper knows his numbers. She wrote these numbers on a piece of paper.

34	91	2	10	66	85
----	----	---	----	----	----

She asked him to say the number that is one **more**, or **greater**, than the one shown. She then asked him to say the number that is one **fewer** than the one shown. This is what Jasper said. Read each answer out loud. After each answer, say whether Jasper was right or wrong.

- 35 is one greater than 34. 33 is one fewer than 34.
- 92 is one greater than 91. 90 is one fewer than 91.
- 3 is one greater than 2. 1 is one fewer than 2.
- 11 is one greater than 10. 9 is one fewer than 10.
- 67 is one greater than 66. 65 is one fewer than 66.
- 86 is one greater than 85. 84 is one fewer than 85.



## Lesson 2

Now you try it. Read these numbers out loud: 50, 28, 3, 47, 16, 79. Say the number that is one greater than each number. Now say the number that is one **fewer** than each of the numbers.

1. Complete the chart by printing the answers in the boxes.

One Fewer Than		One Greater Than
a. <input type="text"/>	50	<input type="text"/>
b. <input type="text"/>	28	<input type="text"/>
c. <input type="text"/>	3	<input type="text"/>

One Fewer Than		One Greater Than
d. <input type="text"/>	47	<input type="text"/>
e. <input type="text"/>	16	<input type="text"/>
f. <input type="text"/>	79	<input type="text"/>

Have the student say the number that is one greater than each one shown. Then have the student say the number that is one fewer than the one shown.

Fill in the missing numbers.

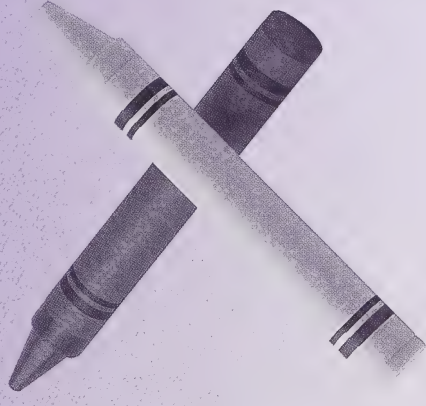
1									
	12								
		23							
			34						
				45					



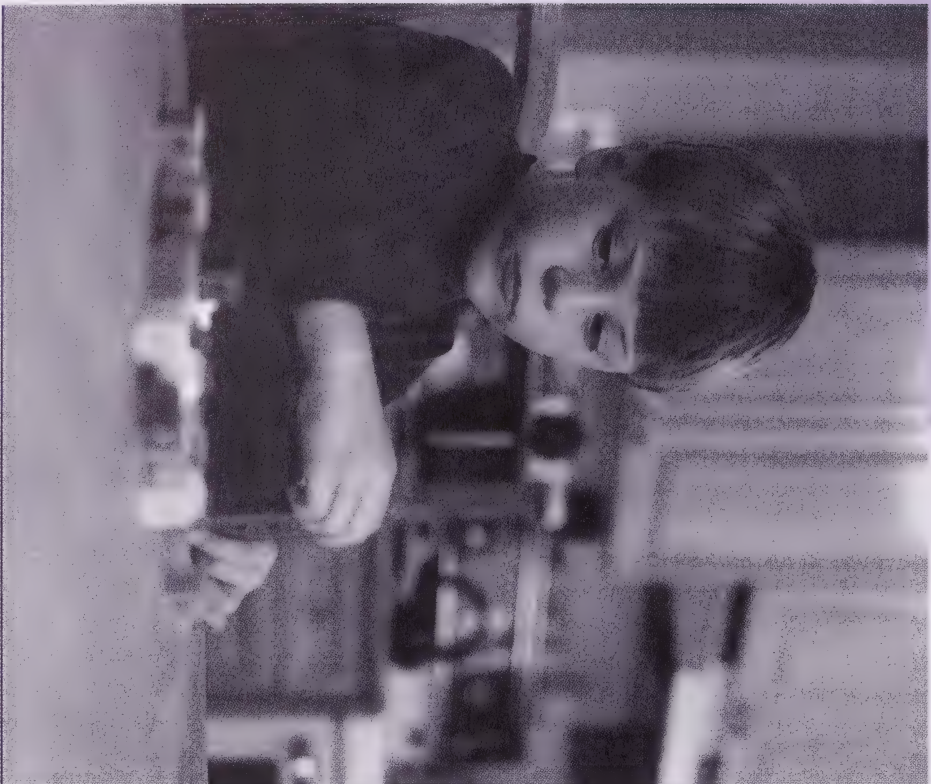
2. a. Colour the number that is one greater than 22 green.
- b. Colour the number that is one greater than 5 red.
- c. Colour the number that is one fewer than 49 yellow.
- d. Draw a heart on the number that is one greater than 31.
- e. Circle the number that is one fewer than 10.
- f. Colour the number that is one greater than 17 purple.
- g. Put the letter  $m$  on the number that is one fewer than 37.
- h. Colour the number that is one greater than 29 orange.



Go to Assignment Booklet 1A.



## Day 6: The Same Thing



In Day 5 you looked at numbers that were one greater or one fewer than a given number.

Today you will look at greater and fewer numbers in a different way.



## Lesson 1

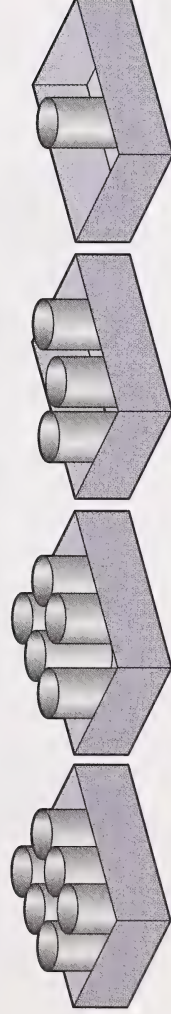
Remember the work you did in Day 5? You know when a number is one more or one fewer than another number. But did you know that *greater than* and *fewer than* can mean more than just **one** number greater than or fewer than?

Look at these examples:

Eight is less than nine. But eight is also less than ten and 15.



Six is greater than five. But it is also greater than three and one.



Guide the student through this lesson. Explain to the student that *greater than* and *fewer than* can mean more than one greater than or fewer than. A number can be greater or fewer than another number by much more than one. Ensure that the student understands this concept.

Help the student select manipulatives, such as buttons or dried peas. Make certain that one of the piles is quite a bit larger than the other one.

### Lesson 2



Choose some objects from your Math Box.

Put a small handful of the objects into a pile. Count them out.

How many did you count?

Now take a big handful and put it beside your first pile. Count them

out. How many did you count?

Which pile has the greater number of objects? Your first pile or your second pile? Print the number 1 or the number 2 in the box.

Which pile has fewer objects? Your first pile or your second pile?

Print the number 1 or the number 2 in the box.



How many objects are in the pile that is smaller?

How many objects are in the pile that is larger?

Do you see that a number can always be greater than or fewer than another number by more than one?

1. Colour the greatest number in each group of circles pink.

Group	Numbers
a.	14, 9, 3
b.	44, 50, 49
c.	27, 22, 16
d.	35, 38, 41
e.	99, 80, 76
f.	51, 66, 60

The greatest number has the most.

Explain that *least* refers to something in a group that has the fewest number.

The  
least  
number  
has the  
fewest.

2. Colour the least number in each group of circles yellow.

a. 19, 12, 33

b. 85, 92, 88

c. 63, 50, 48

d. 49, 42, 62

e. 77, 81, 84

f. 32, 25, 19

3. Draw a red circle around all the numbers that are greater than 61.

77	92	34	46
51	60	81	100
73	99	18	23
62	49	13	85



4. Draw a blue circle around the numbers that are fewer than 92.

93	97	72	63
41	99	52	81
75	84	57	59
13	68	100	66



## Day 7: Write Them Out



Did you know that numbers can also be written as words?

Today you will work with the number words from 1 to 10. You will practise reading them and printing them.



Read the text aloud to the student.

## Lesson 1

Elena went hiking in Banff National Park. She became quite tired. She wasn't sure how much farther she had to walk to get back to the town of Banff. Then Elena came across this sign on the hiking trail. Elena couldn't understand the sign. Do you know what it says?



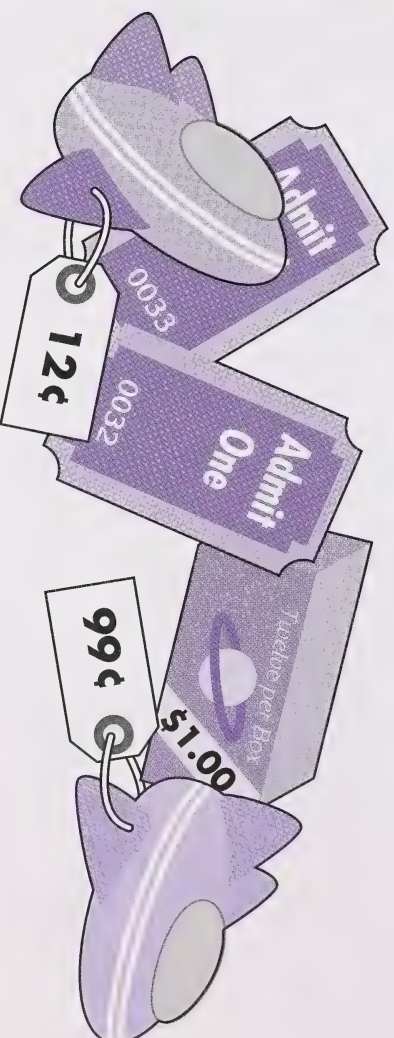
Right! Elena didn't know that the number 8 could be written out as a number word.

Explain to the student how numbers can be written two ways. One way is the *number* (8), the other way is the *number word* (eight). Sometimes the number can be written either way, and sometimes it is written only as a number or only as a number word.

How many more kilometres does Elena have to walk?

That's right! Elena has to walk 8 more kilometres.

### Lesson 2



When you add two numbers together, you use numbers:  $2 + 2 = 4$

When you're in the store and want to buy a toy or some candy, the price is always in numbers: 12¢ or \$1.00.



When you are writing numbers in a sentence, you usually write a number word: I have three cats.

Have you seen numbers spelled out anywhere else? Where did you see numbers? Did you ever see them spelled out in words?

### Lesson 3

Look at these numbers. Read all the numbers aloud to your home instructor.

1	one
2	two
3	three
4	four
5	five

6	six
7	seven
8	eight
9	nine
10	ten

Brainstorm with the student all the places he or she has seen numbers: calendars, recipes, addresses, phone numbers, thermometers, clocks, and so on. Show the student a book that has numbers spelled out in it.

Discuss the boxed numbers with the student. Point out how one column has the number, and the second column has the same number spelled out. Point to each number as the student reads it aloud.

The student prints the number shown at the beginning of the line several times to the end of the line. The number is on one line, and the number word is on two lines to give the students more practice writing the word.

Print each number, first as a number and then as a number word.

1 \_\_\_\_\_

one \_\_\_\_\_

2 \_\_\_\_\_

two \_\_\_\_\_

3 \_\_\_\_\_

three \_\_\_\_\_

4 \_\_\_\_\_

four \_\_\_\_\_



5 \_\_\_\_\_

five \_\_\_\_\_

6 \_\_\_\_\_

six \_\_\_\_\_

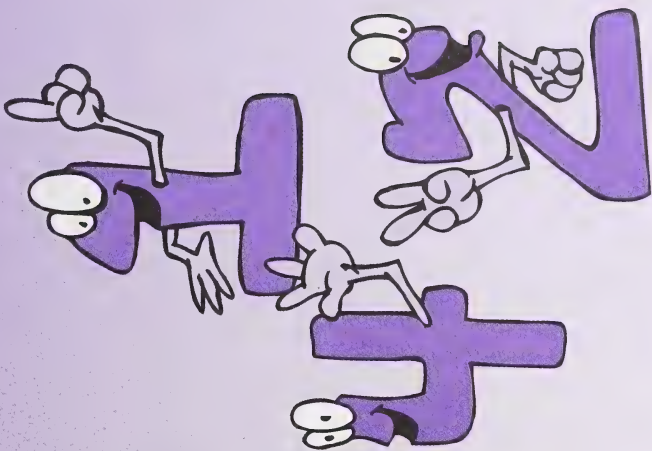
7 \_\_\_\_\_

seven \_\_\_\_\_

8 \_\_\_\_\_

eight \_\_\_\_\_

\_\_\_\_\_



9 \_\_\_\_\_

nine \_\_\_\_\_

\_\_\_\_\_

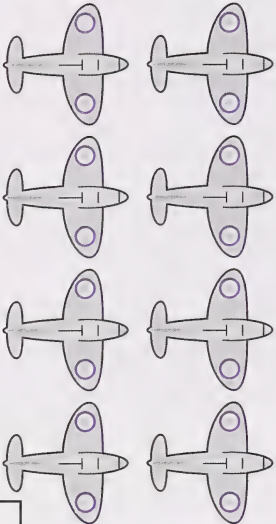
10 \_\_\_\_\_

ten \_\_\_\_\_

\_\_\_\_\_

Draw a picture for the number words and print the number in the box for each. Look at the one Jasper did as an example.

eight



8

1. five





2. three

3. one

4. seven

5. nine

6. four

7. ten

8. two

9. six



## Day 8: Write Some More

Think of places where you see numbers and number words.

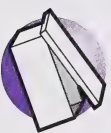
Today you will continue reading and writing number words from one to ten.

You will also learn how to read and write numbers and number words from 11 to 20.



Remind the student that in yesterday's math lesson he or she learned how to print numbers as words to ten. Today the student will learn how to write number words to twenty.

## Lesson 1



Take out the One Hundred Chart.

Count the numbers from 1 to 20 on the One Hundred Chart. Now, without looking at the chart, count from 1 to 20 by yourself.

Where else can you see the numbers 1 to 20? In your house? Outside your house? On the street? With your friends? With your family?

## Lesson 2

Look at these numbers. Read them to your home instructor.

11	—	eleven	16	—	sixteen
12	—	twelve	17	—	seventeen
13	—	thirteen	18	—	eighteen
14	—	fourteen	19	—	nineteen
15	—	fifteen	20	—	twenty

Discuss these numbers again with the student. Point out how the first box has the number and the second box has the same number spelled out. Point to each number as the student reads it aloud.



Print each number.

11 \_\_\_\_\_

eleven \_\_\_\_\_

\_\_\_\_\_

12 \_\_\_\_\_

twelve \_\_\_\_\_

\_\_\_\_\_

13 \_\_\_\_\_

thirteen \_\_\_\_\_

\_\_\_\_\_

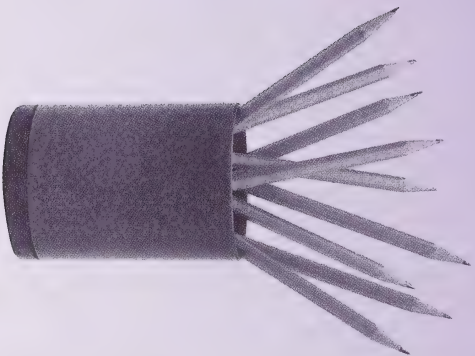
14 \_\_\_\_\_

fourteen \_\_\_\_\_

\_\_\_\_\_

.....

The student prints each number as shown at the beginning of the line several times to the end of the line.



15 \_\_\_\_\_

fifteen \_\_\_\_\_

\_\_\_\_\_

16 \_\_\_\_\_

sixteen \_\_\_\_\_

\_\_\_\_\_

17 \_\_\_\_\_

seventeen \_\_\_\_\_

\_\_\_\_\_

18 \_\_\_\_\_

eighteen \_\_\_\_\_

\_\_\_\_\_



19 \_\_\_\_\_

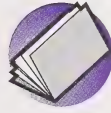
nineteen \_\_\_\_\_

20 \_\_\_\_\_

twenty \_\_\_\_\_



For more practice writing number words to twenty, go to the  
Extension Activities.



Go to Assignment Booklet 1A.

## Day 9: Practice Makes Perfect



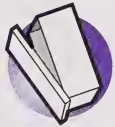
Today you will review what you have learned so far in Module 1.

You will continue reading, counting, and writing numbers.

You will also look at greater and fewer numbers again.

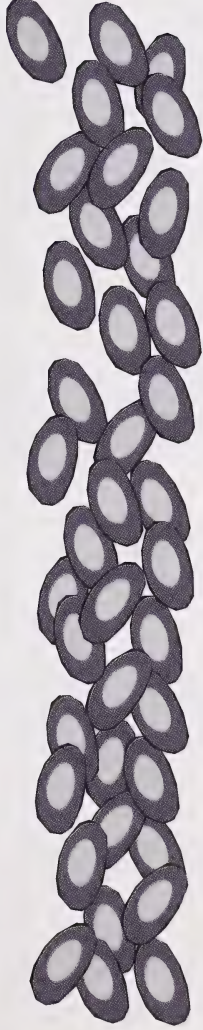


## Lesson 1

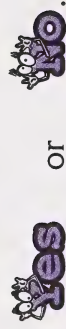


Choose counters from your Math Box.

Without counting, make a pile of more than 35 counters.



How many counters are in your pile?



Are there more than 35? Circle

or



Print a sentence on how many counters are in your pile.

---



---

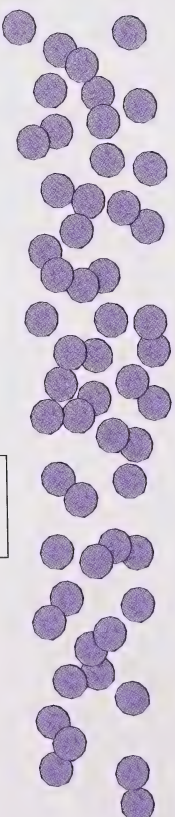
These activities review what the student has learned so far.

The student may use dried peas, beans, pasta, or any other materials that would be suitable as counters.

Have the student write "There are \_\_\_\_ peas (beans, pasta, coins) in this pile."  
Do the same for the next pile as well.

As before, the student makes the pile and then answers the questions.

Now make a pile of **fewer** than 60, but **more** than 50.



How many counters are in your pile?

Are there fewer than 60? Circle

**Yes**

or

**No**

Are there more than 50? Circle

**Yes**

or

**No**

Print a sentence about how many counters are in your pile.

---



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### Lesson 2



Take the Number Card Set and the Picture Cards out of your Student Folder.

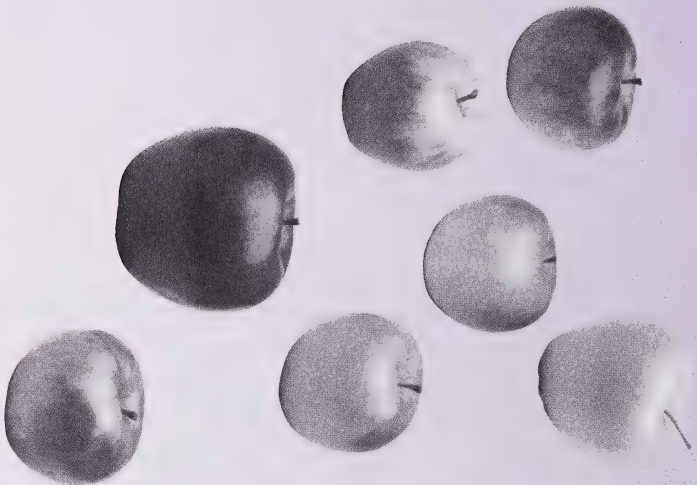
Take out the Number Card Set and the Picture Cards from the Student Folder. (You likely cut these out and placed them in the folder before starting this module.) Have the student match the numbers with the number words and the picture.

Match all the number cards, the number word cards, and the picture cards together as shown here.





Choose a manipulative to use (buttons, pasta, wooden craft sticks, cubes). The student will count out the number specified and print a sentence with the number word for how many there are. For example: "1 counted six buttons."



### Lesson 3

In each question, count out the objects. Then print a sentence using the number word explaining what you did.

1. Count out 18 objects.

---

---

---

2. Count out 7 objects.

---

---

---

3. Count out 12 objects.

---

---

---

4. Count out 6 objects.

---

---

### Lesson 4

Count the number of objects asked for. Then print the number word for each on the line.

1. 13 \_\_\_\_\_

2. 4 \_\_\_\_\_

3. 11 \_\_\_\_\_

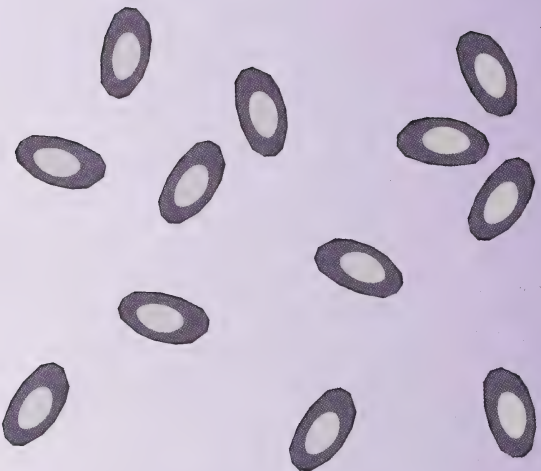
4. 7 \_\_\_\_\_

5. 19 \_\_\_\_\_

6. 14 \_\_\_\_\_

7. 8 \_\_\_\_\_

Have the student use small manipulatives to show you the correct number of objects. The student writes the number word on the line.



8. 2 \_\_\_\_\_

9. 1 \_\_\_\_\_

10. 9 \_\_\_\_\_

11. 15 \_\_\_\_\_

12. 17 \_\_\_\_\_

13. 10 \_\_\_\_\_

14. 3 \_\_\_\_\_

15. 5 \_\_\_\_\_

16. 18 \_\_\_\_\_

17. 12 \_\_\_\_\_

18. 16 \_\_\_\_\_

19. 20 \_\_\_\_\_

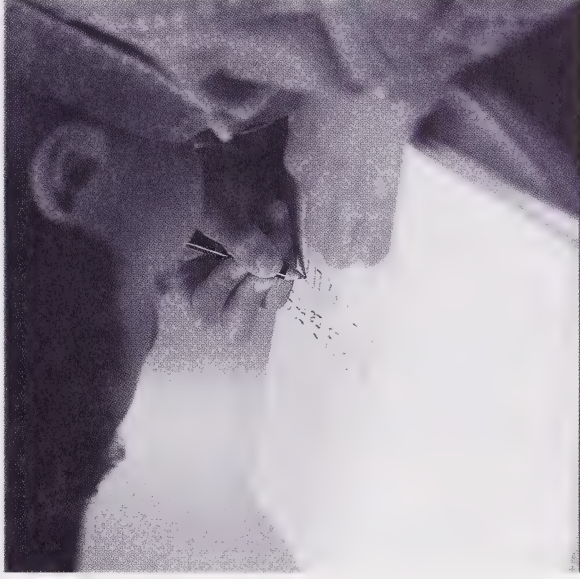




For more practice counting numbers, go to the Extension Activities.



Complete the Student Survey and the Student Checklist in Assignment Booklet 1A.



## Day 10: Wonderful Wildlife

Do you remember learning about ordinal numbers in Grade One Mathematics?

Ordinal numbers tell you in what order things are.

Today you will review ordinal numbers.

You will look at some wildlife that Jasper and Elena saw. Then you will use ordinal numbers to describe the order in which they saw the animals.



## Lesson 1

When Elena and Jasper were hiking in the mountains, they saw many different animals and birds. This is the wildlife they saw and the order in which they saw them.

Read the text with the student. Look at each of the animals and have the student say the name of each. Have the student look at the numbers above and below each animal. Read the numbers above and the ordinal (first, second, and so on) numbers below with the student.

1



Bear  
first

2



Wolf  
second

3



Eagle  
third

6



Lynx  
sixth

7



Raven  
seventh

8



Moose  
eighth

4



Deer  
fourth

9



Marmot  
ninth

5



Mountain Goat  
fifth

10



Fox  
tenth



Look at the picture again. Point to each of the ordinal numbers and have the student read it; then say which animal or bird appears there. Have the student print the name of the wildlife in the order asked for.



Look carefully at the picture of the wildlife again. Print the name of the animal Elena and Jasper saw in the order asked for. The first one is done for you.

second \_\_\_\_\_ wolf \_\_\_\_\_

1. fifth \_\_\_\_\_

2. ninth \_\_\_\_\_

3. first \_\_\_\_\_

4. eighth \_\_\_\_\_

5. tenth \_\_\_\_\_

6. fourth \_\_\_\_\_

7. sixth \_\_\_\_\_

8. seventh \_\_\_\_\_

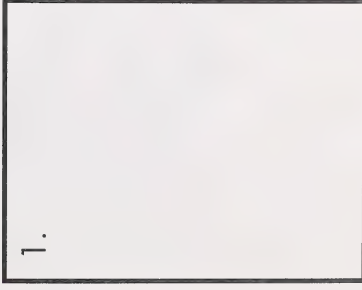
9. third \_\_\_\_\_

## Lesson 2

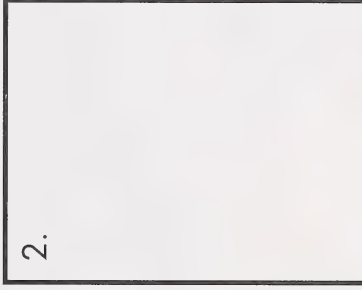
Read these directions. Draw the pictures in the correct boxes. Then colour them.

- In the **eighth** box, draw a pencil.
- In the **second** box, draw a tree.
- In the **fifth** box, draw an umbrella.
- In the **tenth** box, draw an orange.
- In the **ninth** box, draw a fish.
- In the **first** box, draw yourself.
- In the **third** box, draw your friend.
- In the **seventh** box, draw a balloon.
- In the **fourth** box, draw a flower.
- In the **sixth** box, draw a house.

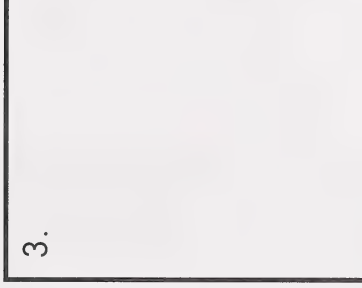
1.



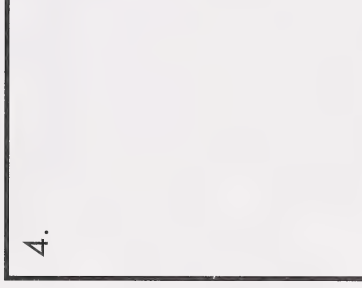
2.



3.



4.





5.

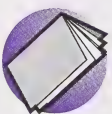
6.

7.

8.

9.

10.



Go to Assignment Booklet 1B.



## Day 11: Putting Them in Order



Today you will continue to look at ordinal numbers. You will work with ordinal numbers up to thirty-first.

To practise working with ordinal numbers, you will help Jasper and Elena make a calendar showing birthdays.

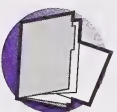
Read the text with the student. The student will probably know that you add a *th* to the end of most numbers to make them ordinal numbers. Ask the student if each ordinal number ends with a *th*. Ask which numbers end with a different sound. Discuss this with the student.

Go over the numbers that change completely (1, 2, 3), and the ones that change slightly (5, 8, 9, 12, 20, 30).

## Lesson 1

Elena and Jasper know that when you put people or things in **order**, you use **ordinal** numbers. The word *ordinal* comes from *order*. Numbers such as first, second, third, fourth, and fifth are ordinal numbers. You used ordinal numbers when you put the names of the animals in order on Day 10.

Elena and Jasper also know that ordinal numbers have a special sound at the end. Do you know what those sounds are? Do you know how they are spelled?



Take the Ordinal Number Page from your Student Folder.

Look at the numbers on the Ordinal Number Page. Read each number from **first** to **thirty-first**. Pay attention to the different ways the numbers end.

There are a few numbers that change when they become ordinal numbers. Can you figure out which ones they are?

## Lesson 2

Elena and Jasper decided to print the day of the month their birthdays were on.

Jasper  
twenty-sixth

Elena  
thirteenth

They then did the same thing with the birthdays of their friends and family members. Read each name and the day of the month of the birthday.

Jolie  
twelfth

Sarah  
fourteenth

Pablo  
seventh

Larissa  
twenty-second

Su-Lin  
fifth

Claude  
thirty-first

Benedict  
nineteenth

Read the text with the student. Help read the names and dates. As you read the dates, tell the student that, for example, Elena's birthday is on the thirteenth day of the month.



Print your name here. \_\_\_\_\_

Print the number of the day of your birth (just the day, not the month).

Fill in the days of the calendar (1 and 2 are started for you).

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			
				31		

Look at the cards from Lesson 2. Print the names of Elena's and Jasper's friends and family on the calendar to show their birthdays.

1. Whose birthday is on the fourteenth of the month?

---

2. Whose birthday is on the twenty-sixth of the month?

---

3. Whose birthday is on the thirty-first of the month?

---

4. On what day of the month is Su-Lin's birthday?

---

5. On what day of the month is Larissa's birthday?

---

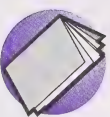


6. On what day of the month is Benedict's birthday?

---

7. On what day of the month is your birthday?

---



Go to Assignment Booklet 1B.





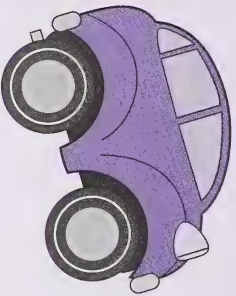
## Day 12: Colourful Cars

Have you ever seen a car lot that has many cars? Did you see the different colours?

Today you will look at many cars that are different colours. You will see a pattern in these cars. You will also continue using ordinal numbers.

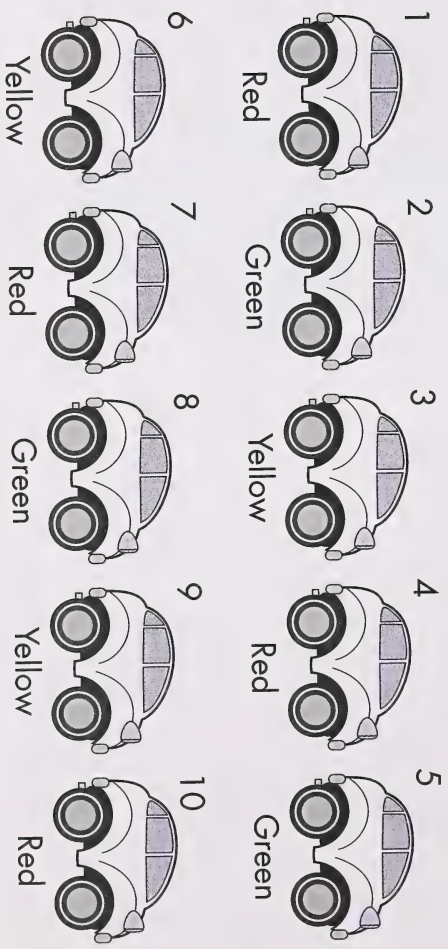


Have the student colour the cars with the colour indicated. Help the student see the pattern in the cars. Explain how the three colours repeat themselves. If necessary, help the student answer the questions using ordinal numbers.



### Lesson 1

Look at the cars in the picture. The first car is red, and the ninth car is yellow.



1. Which cars are green?

---



---



---

2. Which cars are red?

---

---

---

---

3. Which cars are yellow?

---

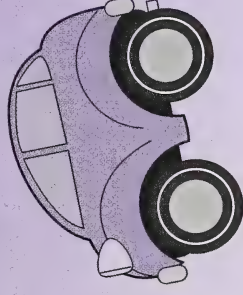
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## Lesson 2

Draw ten more cars on a piece of paper.

Look at the drawing of the cars in Lesson 1.



Have the student continue the pattern by drawing another ten cars on a sheet of paper. The colour words can be printed below each car, or the student can colour the cars.



1. What colour will the eleventh car be?

---

2. What colour will the fifteenth car be?

---

3. If the cars continued this pattern for another ten cars, what colour will the twenty-sixth car be?

---

4. What colour will the thirtieth car be?

---

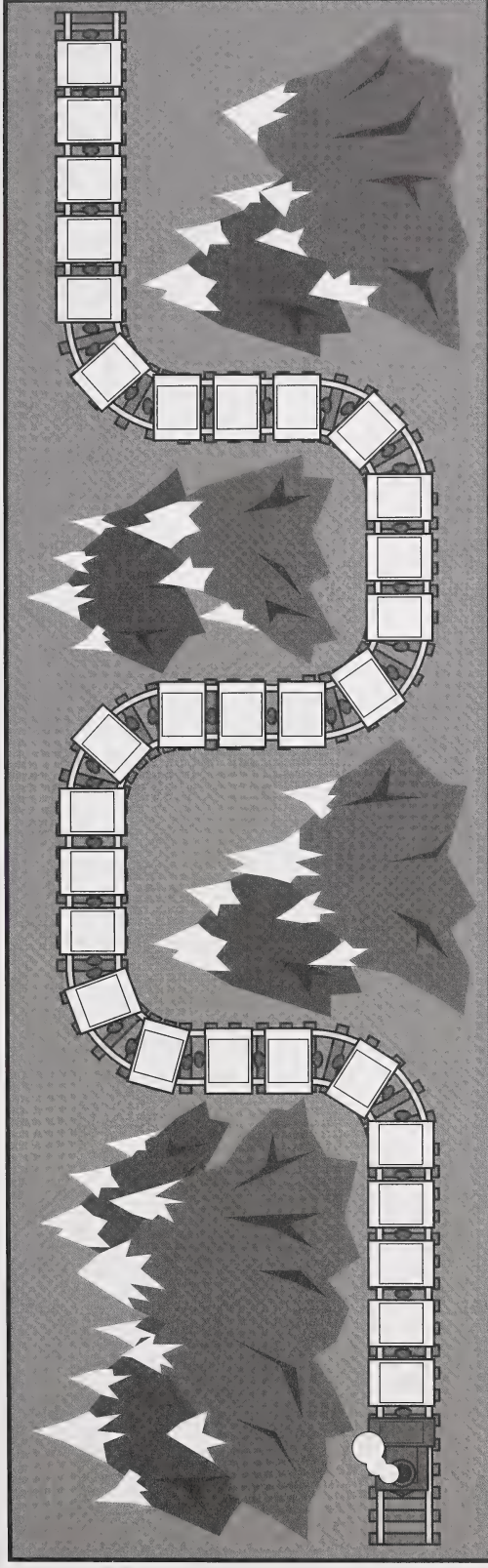
5. Can you see a pattern? What is it?

---

Elena and Jasper saw a long train weaving through the mountains. They counted 31 cars!



Follow the directions and colour the train cars.



- Colour the sixteenth car blue.
- Colour the twenty-ninth car red.
- Colour the eighteenth car green.
- Colour the twenty-first car orange.
- Colour the thirtieth car pink.
- Colour the thirty-first car black.
- Colour the twelfth car purple.
- Colour the twenty-fifth car grey.
- Colour the eleventh car brown.
- Colour the twenty-third car yellow.



For more practice using ordinal numbers, go to the Extension Activities.

## Day 13: Calculator Fun

Today you will use your calculator to show what you have learned so far. You will use ordinal numbers. You will also skip count on your calculator. And, you will read number words.

Now it is time to get out your calculator and have some fun.





## Lesson 1



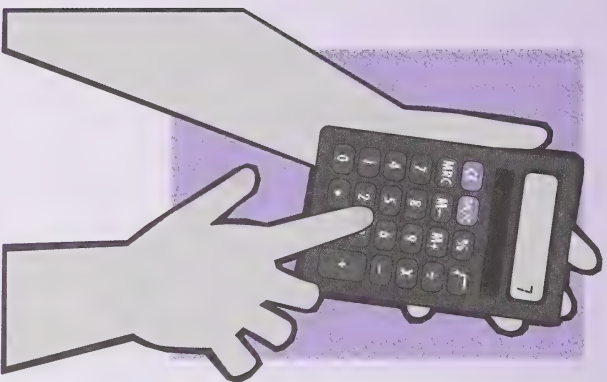
Go to your Math Box and get your calculator.

Elena and Jasper got a calculator for school. They tried it out and found many interesting things to do with numbers.



Although the student has used a calculator in Grade One, this is a good review. Have the student practise with the calculator by locating the power button, entering numbers, clearing them, re-entering numbers, and turning the calculator off. Discuss terms used for calculators, such as *keys*, *press*, *enter* or *key in*, *display*, and *screen*.

Let the student experiment with entering numbers. The student will see that the first number entered moves to the left when another one is entered and that the numbers on the screen have to be cleared before a new number is entered.



### Lesson 2

1. Enter 75 into the calculator.

a. What number appears first?

b. What number appears second?

c. What happens to the 7 when you press 5? Print your answer below in a sentence.

---



---



---

2. Enter 100.

a. What number appears first?

b. What number appears second?

c. What number appears third?

d. What happens to the 1 when you press 0? Print your answer below in a sentence.

---

---

3. Enter 86.

a. What number appears first?

b. What number appears second?

4. Enter 68.

a. What number appears first?

b. What number appears second?





5. Enter 99.

a. What number appears first?

b. What number appears second?

### Lesson 3

In Lesson 3, have the student use the calculator along with Jasper and Elena. For questions 1 and 2, the student will see that the numbers have the same numbers. They are different because they are put in a different order.

Elena and Jasper entered the following numbers on their calculator.  
Enter these numbers on your calculator as well to see what they saw.

Enter 34. Clear it. Now enter 43.

How are these numbers alike? \_\_\_\_\_

---

Yes, they have the same numbers.

How are they different? \_\_\_\_\_

---

They are different because they are put in a different order.



1. Enter 31. Clear it. Now enter 13.

a. How are these numbers alike? \_\_\_\_\_

b. How are they different? \_\_\_\_\_

2. Enter 89. Clear it. Now enter 98.

a. How are these numbers alike? \_\_\_\_\_

b. How are they different? \_\_\_\_\_

### Lesson 4

Remember counting by ones, twos, fives, and tens in Grade One? Have some fun counting on the calculator.

Count by 1s on your calculator.

Press **1** **+** **=** **=**

What number appears?

Press the **=** key again. Keep doing this until you get 10.

When you get to 10, say the next number that will appear before you press **=**. Repeat guessing and pressing until you get to 100.

Count by 2s.

Press **2** **+** **=** **=**

What number appears?

Press the **=** key again. What number do you think will appear

when you press the **=** key again?





Say the number that will appear next before you press the **=** key. Repeat guessing and pressing until you get to 100.

Count by 5s.

Press **5** **+** **=**

What number appears?

What number do you think will appear next when you press the **=** key again?

Say the number that will appear next before you press **=**. Repeat guessing and pressing until you get to 100.

Count by 10s.

Press **1** **0** **+** **=**

What number appears?

What number do you think will appear next?

Say the number that will appear next before you press the **=** key. Repeat guessing and pressing until you get to 100.

Enter the following numbers on your calculator. Then print the numbers in the box under the number word.

1. thirteen

2. twenty

3. four

4. eighteen

5. seven

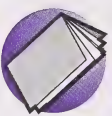
6. three

7. sixteen

8. twelve

9. eleven

10. nine



Go to Assignment Booklet 1B.

## Day 14: Odd or Even?

How do you know if a number is odd or even?

Today you will look at numbers and decide if they are odd or even. You will use counters to help you do this.





Read the text and go over the questions with the student.

### Lesson 1

When Elena and Jasper were in Banff, they bought a bag of candy at the candy store. They decided to share the bag of candy. First, they counted the candy.

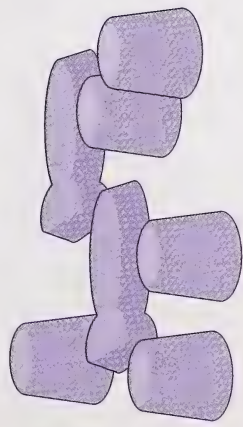


Count the pieces of candy. How many are there?

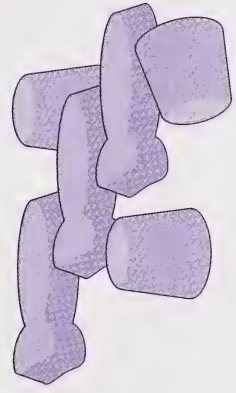
Elena and Jasper were very careful to make sure that they would each get the same number of pieces.

This is how they divided the candy.

Pile A



Pile B



1. How many pieces are in Pile A?

2. How many pieces are in Pile B?

3. Do you think Elena and Jasper will get the same amount of candy? Circle **yes** or **no**.
4. Tell your home instructor why you think they will not get the same amount of candy.

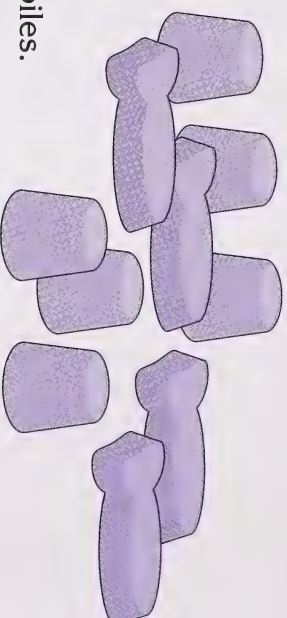
Discuss with the student how numbers are either odd or even. Even numbers can be divided, or shared equally, between two people. Odd numbers cannot. Elena and Jasper didn't get the same amount of candy between them because 13 is an odd number.

## Lesson 2

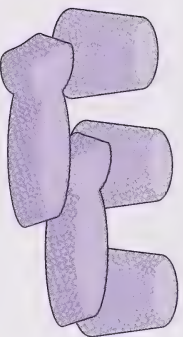
Count the pieces of candy in the picture.

1. How many pieces of candy are there?

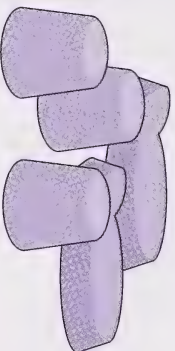
This is how the candy looks when it is divided into equal piles.



Pile A



Pile B



2. a. How many pieces of candy are in Pile A?

b. How many pieces are in Pile B?

c. Do you think this candy can be shared equally? Why?

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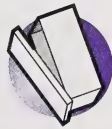
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Now there is an **even** number of pieces. This candy can be shared equally.



Choose some counters from your Math Box.

3. Take ten of your counters and make two equal groups.



a. Are there any counters left over? Circle **yes** or

b. Is the number ten **odd** or **even**? Circle the answer.

This is how you would draw ten counters made into two groups.





Discuss even numbers with the student, and discuss how these numbers can be divided equally. Discuss the rules of odd and even numbers.

Rule 1. If a number of objects can be divided equally between two people, then it is even.

Rule 2. If a number of objects cannot be divided equally between two people, then it is odd.

Help the student select counters from the Math Box. These can be bingo chips, blocks, or bottle caps. Count out about 50 counters.

Help the student see that the even numbers can be put into two equal groups. Odd numbers will always have one counter extra. Discuss how a number of objects, divided into two groups, show whether a number is odd or even. If there are no counters left over, it is an even number, if there are counters left over, it is an odd number. Point this out to the student.

4. Now take five counters and make two equal groups.
  - a. Are there any counters left over? Circle  **yes** or  **no**.
  - b. Is the number five **odd** or **even**? Circle the answer.
  - c. Draw the two groups. Print the number of counters in each group. Then print whether the number is odd or even.

5. Take nine counters and make two equal groups.

a. Are there any counters left over? Circle  **Yes** or  **No**.

b. Is the number nine **odd** or **even**? Circle the answer.

c. Draw each group. Then print the number of counters in each group. Print whether the number is odd or even.

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6. Take six counters and make two equal groups.

a. Are there any counters left over? Circle  **Yes** or  **No**.

b. Is the number six **odd** or **even**? Circle the answer.

c. Draw each group. Then print the number of counters in each group. Print whether the number is odd or even.

7. Take eight counters and make two equal groups.

a. Are there any counters left over? Circle  **Yes** or  **No**.

b. Is the number eight **odd** or **even**? Circle the answer.

c. Draw each group. Then print the number of counters in each group. Print whether the number is odd or even.

8. Take seven counters and make two equal groups.

a. Are there any counters left over? Circle

 **Yes**

or

 **No**

b. Is the number seven **odd** or **even**? Circle the answer.

c. Draw each group. Then print the number of counters in each group. Print whether the number is odd or even.



For more practice with odd and even numbers, go to the Extension Activities.



## Day 15: Even or Odd?

Today you will continue to work with odd and even numbers. You will learn the rules that will help you decide if a number is odd or even.



## Lesson 1

Read the rules with the student. Point out the cookies and how they can or cannot be shared equally between two people.

How do you know when a number is odd and when it is even? Here are two rules to help you.

**Odd and Even Rules**

Rule 1. If the number of objects can be divided equally between two people, then it is **even**.



Rule 2. If the number of objects cannot be divided equally between two people, then it is **odd**.



Answer these questions by circling **yes** or **no**.

Can one be divided equally between two people? (without cutting it up)



yes

no

Can two be divided equally between two people?



yes

no

Can three be divided equally between two people?



yes

no

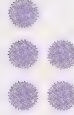
Can four be divided equally between two people?



yes

no

Can five be divided equally between two people?



yes

no

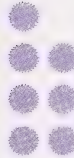
Can six be divided equally between two people?



yes

no

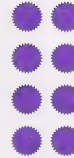
Can seven be divided equally between two people?



yes

no

Can eight be divided equally between two people?



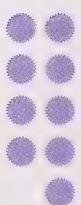
yes

no

For each question, have the student draw a line between the objects to separate them into two equal groups. Discuss how some numbers can be divided equally into two parts and other numbers can't. Have the student circle yes or no. Point to the numbers that have an extra dot (1, 3, 5, 7, 9). Tell the student that makes the number odd.



Can nine be divided equally between two people?



yes

no

Can ten be divided equally between two people?



yes

no

Print the numbers that can be divided equally between two people.

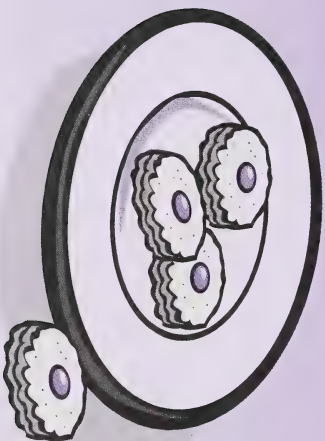
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These numbers are even numbers.

Print the numbers that cannot be divided equally between two people.

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These numbers are odd numbers.



## Lesson 2

You now know which numbers are **odd** and which numbers are **even**. Look closely at the numbers. Can you see how these numbers are alike?

2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40

All these numbers are even. What is the same about these numbers?

Now look at these numbers.

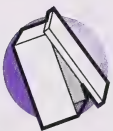
1	3	5	7	9
11	13	15	17	19
21	23	25	27	29
31	33	35	37	39

All these numbers are odd. What is the same about these numbers?

The student should answer that all the numbers end in 2, 4, 6, 8, 10, or 0. Tell the student that an even number always ends in one of these numbers. Point out the pattern to the student if he or she cannot understand it.

The student should answer that all the numbers end in 1, 3, 5, 7, or 9. Tell the student that an odd number always ends in one of these numbers. Point out the pattern to the student if he or she is having difficulty.

Assist the student with this activity. Help the student select medium-sized manipulatives (buttons, bingo chips). Have the student count out the objects and then put them into two equal groups. Help the student see that the numbers that can be divided equally are even numbers. Those that cannot are odd ones.



Choose a set of materials from your Math Box.

Count out the number of objects. Put your objects in two equal groups to see if they can be shared between two people.

- Count out 12.
- Count out 15.
- Count out 3.
- Count out 4.
- Count out 24.
- Count out 21.
- Count out 11.
- Count out 18.

1. Which numbers are even?

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2. Which numbers are odd?

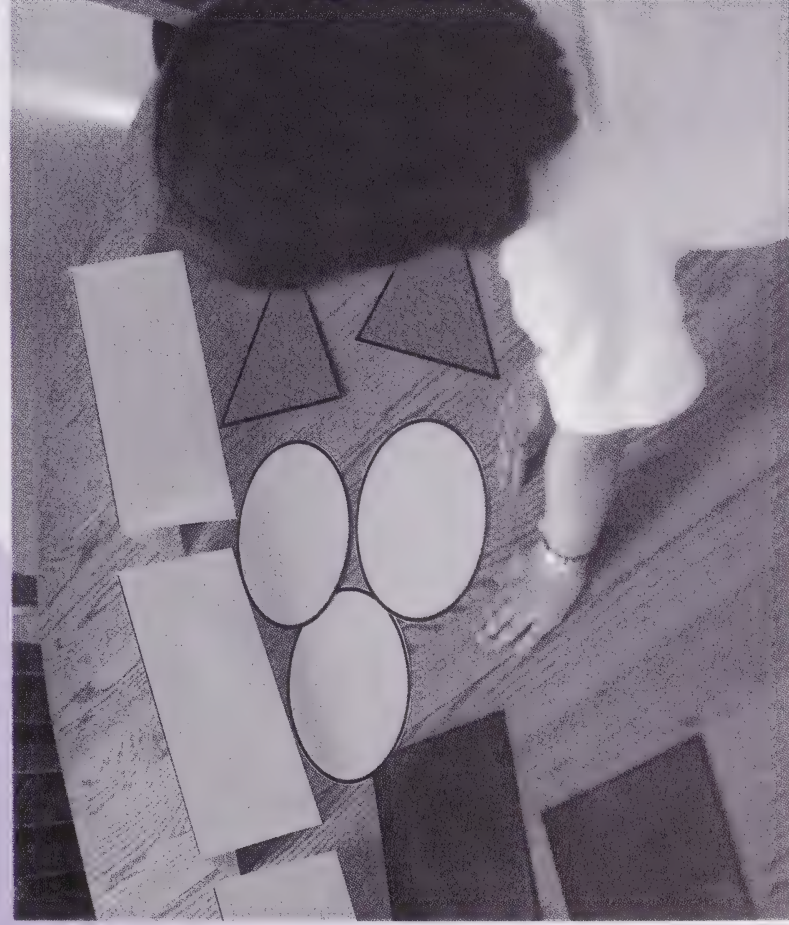
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Go to Assignment Booklet 1B.



## Day 16: Things That Look the Same



Today you will review sorting and sorting rules from Grade One Mathematics. You will look at objects and decide how to sort them.

### Lesson 1

Review with the student the meaning of the word *sort* (sorting and sets were introduced in kindergarten). Talk about sorting—how you can sort things in different ways.

Introduce the term *sorting rule*. Discuss what it means. Take the student on a tour of a room in the house and talk about sorting items.

Jasper went rock hunting. He found many rocks. When he brought them home, he decided to sort them.

Your home instructor will take you on a tour of a room. Look at all the things that can be sorted there.

See how many things in your home are sorted. What are some of them?

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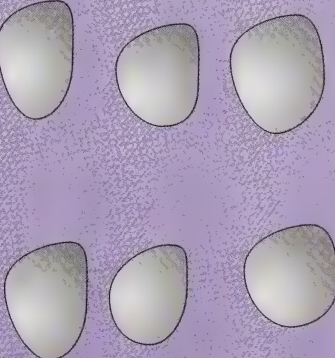
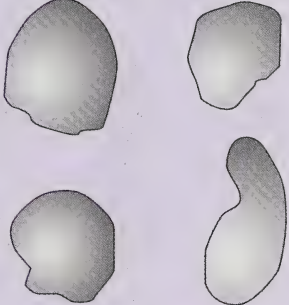


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Jasper saw that the rocks were all the same size and colour. Some were smooth and some were rough. So he sorted them into smooth rocks and rough rocks.

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Here is a drawing of his rocks and how he sorted them.

Smooth	Rough
	

What is Jasper's sorting rule?

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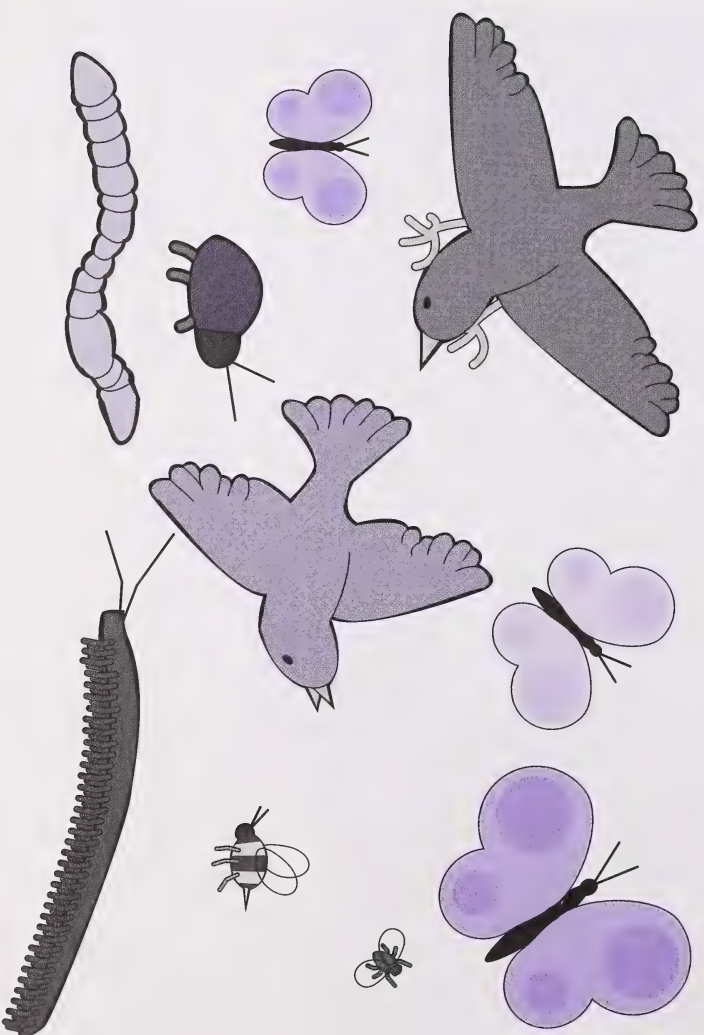
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The student should answer that the sorting rule is rough and smooth.



### Lesson 2

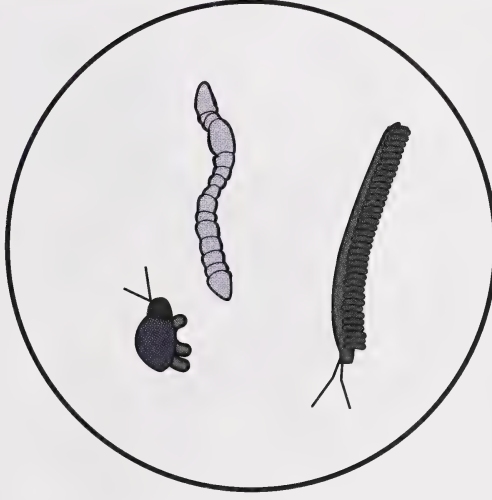
Elena took some pictures of nature around her. She took pictures of birds, butterflies, and all kinds of insects.



Examine the pictures with the student. Point at and talk about each one to make certain the student knows what each one represents. There are two birds, three butterflies, one worm, one centipede, one beetle, one bee, and one fly.

Look at Elena's pictures. Before Elena could sort her pictures, she had to make a rule about how she would sort them.

Take a close look at these two groups.



Can you figure out what Elena's sorting rule is? How do the objects in the first circle look the **same**? How are they **different** from the objects in the second circle? Tell your answers to your home instructor.

With the student, look closely at the two circles and talk about the objects in them. Discuss the way Elena sorted her creatures. Ask the student why he or she thinks Elena sorted them the way she did. The sorting rule is flying things and nonflying things.

### Lesson 3

Elena decided to re-sort her pictures. This is the new way she did it.



How do the objects in the first circle look the same? How are they different from the objects in the second circle?

What is Elena's new sorting rule? Print your answer here.

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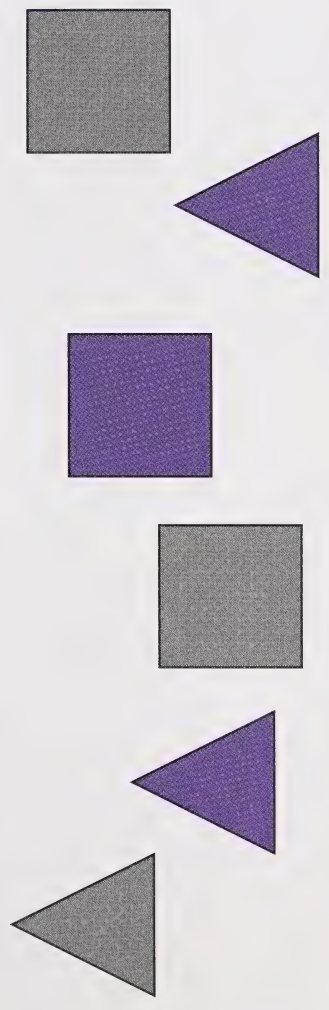
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After the student examines the pictures, discuss the two sorting rules Elena used. Let the student figure out the rules first. (The first sorting rule is flying things and non-flying things, and the second sorting rule is birds and insects.)



Tell your home instructor how it is different from her first sorting rule.

Sort the shapes into two groups. Print your sorting rule when you are done.



The student may need your help with this lesson. Discuss how to sort the shapes. It can be triangles and squares, or purple and grey.

My sorting rule is

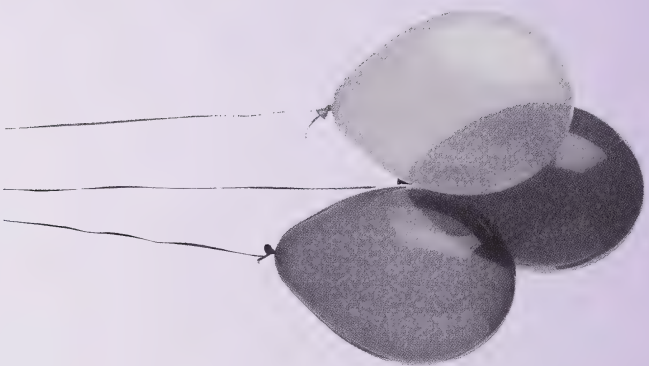
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Now re-sort the shapes and print your new sorting rule.



## Day 17: All Sorts of Things

Today you will continue to sort and make sorting rules.





Allow the student time to think how Jasper and Elena's friends can be sorted, knowing some belong in both groups and others belong in neither group.

Explain to the student that there are other ways of sorting. Here is another way of sorting, using sorting circles or boxes that overlap. This happens sometimes when an object or person in the group belongs to both rules, as in this lesson. Discuss Jasper's way of sorting. Ensure the student understands why the names are in four different places.

## Lesson 1

Elena and Jasper asked their friends if they have ever been hiking at Klucane National Park or at Yoho National Park. They wanted to sort their friends into two groups.

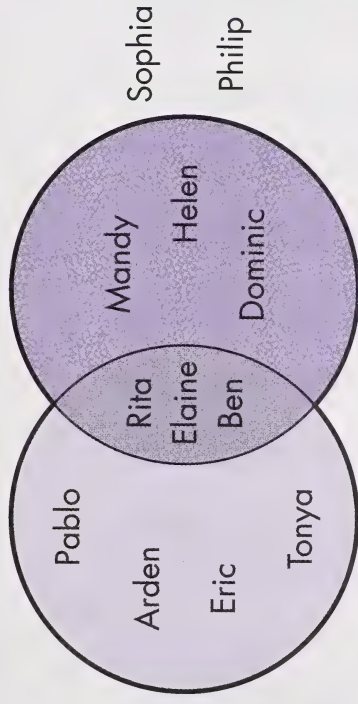
They soon discovered a problem. Some of their friends have been to both parks. And some haven't been to either! See how they decided to sort them.

This is what Jasper came up with. He decided to draw a box and put everyone's name in it.

Klucane National Park		Yoho National Park		
Pablo	Arden	Rita	Mandy	Sophia
Eric	Tonya	Ben	Helen	Philip
		Elaine	Dominic	

This is what Elena came up with. She decided to sort the names in circles that overlap.

# Kluane National Park      Yoho National Park



1. Print the names of Elena and Jasper's friends who have been to

a. Kluane National Park

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b. Yoho National Park

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Discuss the two different ways Elena and Jasper came up with. Talk about how the people who don't fit in either category are included.

Help the student with sorting. The student can use either Jasper or Elena's diagram. Ask which one the student prefers.

c. both parks

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---

d. neither park

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2. a. How many people have been to Klauane National Park?

b. How many people have been to Yoho National Park?

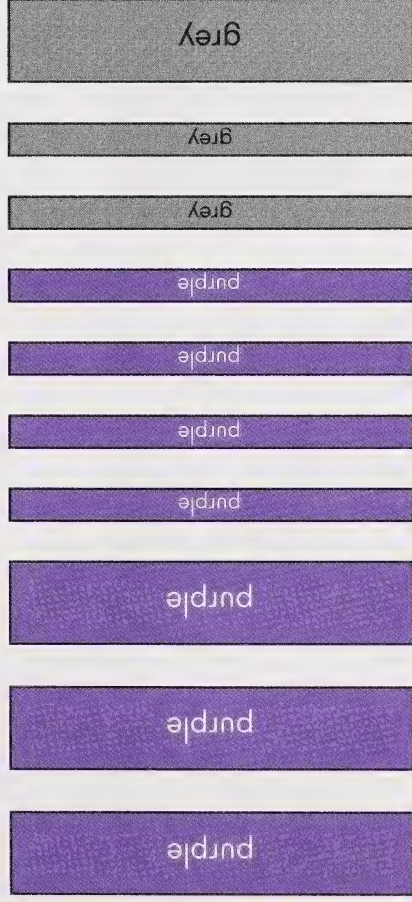
c. How many people have been to both parks?

d. How many people haven't been to either park?



## Lesson 2

Look at the rods. How do you think they can be sorted?



Here is a way to help you think about this. This chart will help you sort the rods out. You can draw your own chart when you are sorting things to help you, too.

1.

	Thin	Thick
Purple		
Grey		

If you haven't already done so, cut out the rods in the Appendix. The student can manipulate the rods while following along with the text. Discuss ways of sorting the rods.

Count the number of thin, purple rods.

How many are there?

Print the number in the chart.

Count the number of thick, purple rods.

How many are there?

Print the number in the chart.

Count the number of thin, grey rods.

How many are there?

Print the number in the chart.

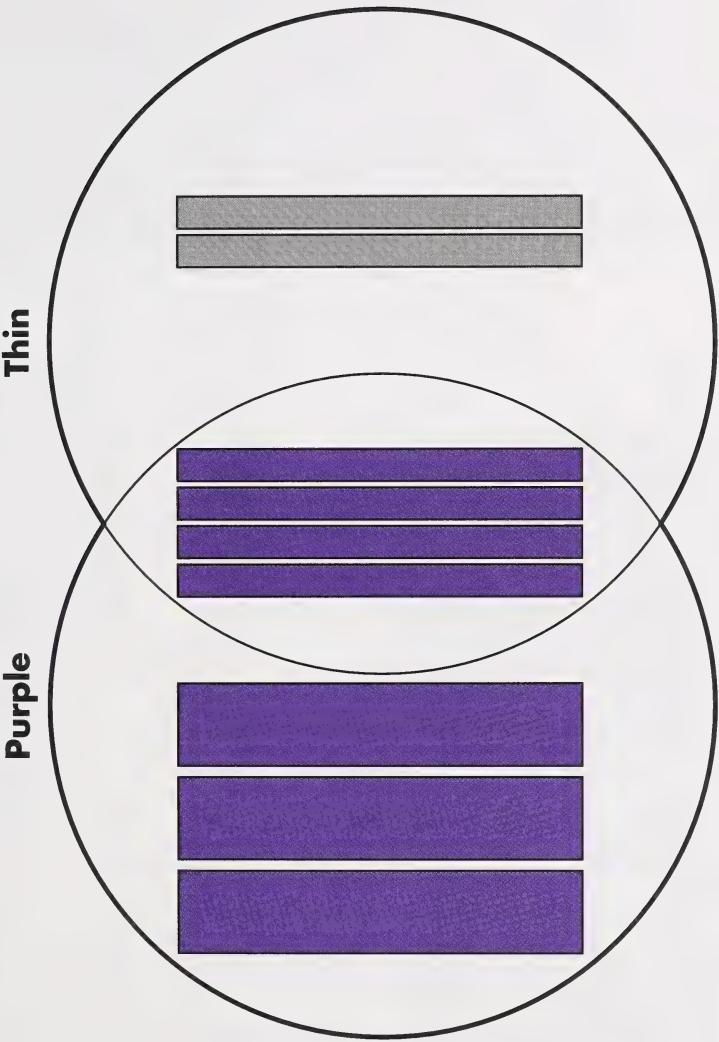
Count the number of thick, grey rods.

How many are there?

Print the number in the chart.

Now look at your completed chart. Do you see how you have sorted the purple and thin rods?

2. Put your rods on top of the ones in the picture.



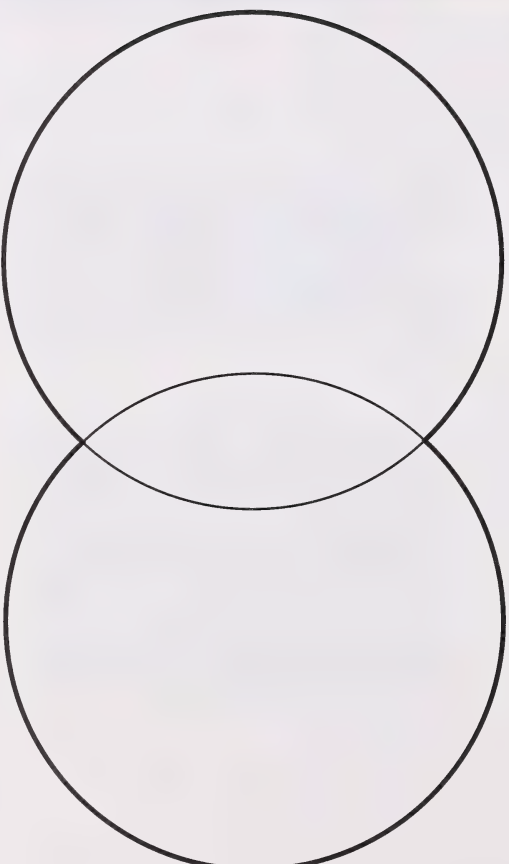
Print the sorting rule.

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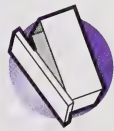


Using the same rods from the previous page, come up with a different sorting rule of your own. Print your titles on the lines below.



3. What is your new sorting rule for the rods?

Let the student come up with his or her own sorting rules using the rods. The sorting rule can be purple and thick rods, or grey and thin, or grey and thick.



Select some objects from your Math Box and see if you can invent a sorting rule of your own.

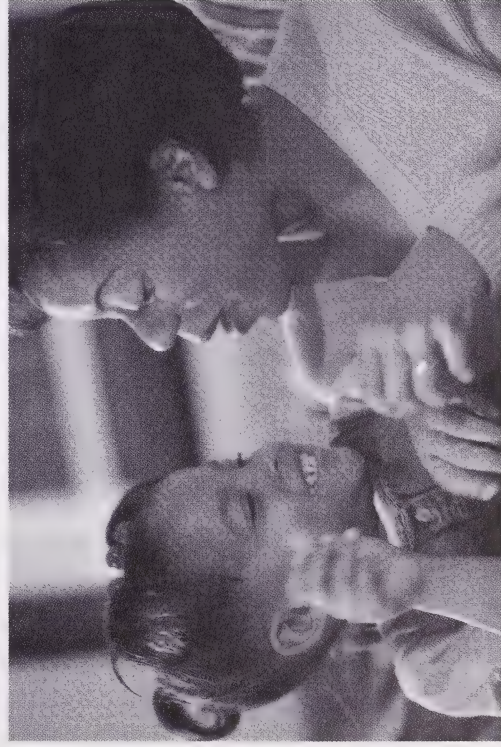
See if your home instructor can figure out what your sorting rule is.

What is your sorting rule?

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The student might need your help in coming up with a sorting rule. If the student has no trouble coming up with one, then you try to figure out the student's rule.

## Day 18: Set It Out

In the Day 17, you worked with sorting groups.

Today you will continue to work with sorting groups. These sorting groups are called sets.





### Lesson 1

In Day 17, you were working with sorting groups. Things that are the same are sorted in the same group. This group is called a **set**.

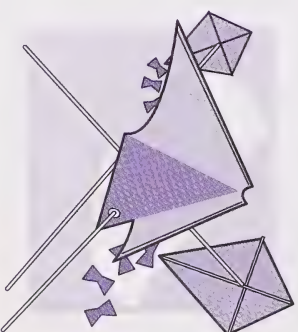
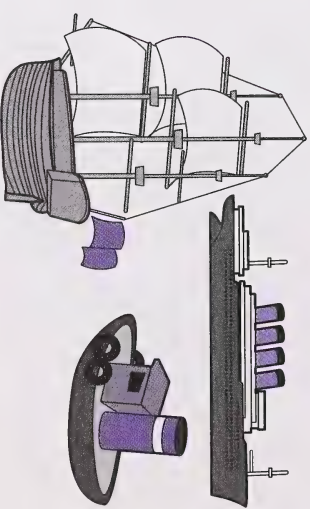
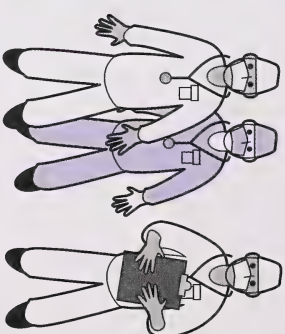
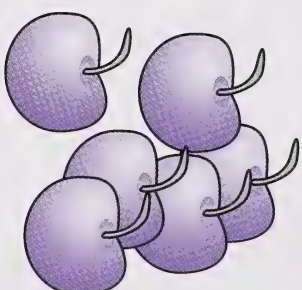
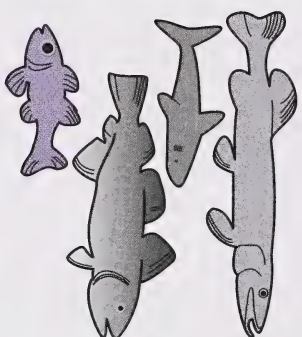
When you go to the grocery store, do you see tomato soup with the cereals? or cans of tuna in the dairy case with the milk? No. You will see only the items that belong together in a set. That's why the tomato soup is in the soup section and the cans of tuna are in the canned fish section.



Review what a set is. Talk about the examples given, and have the student come up with additional ones.

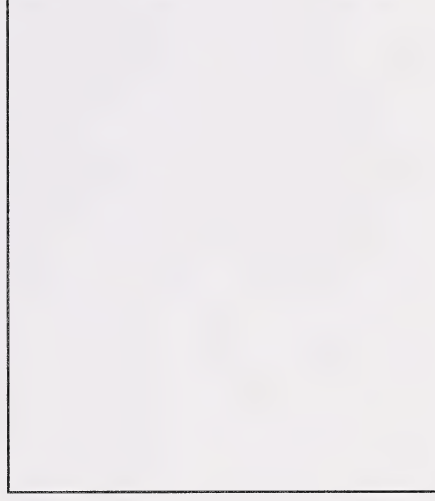
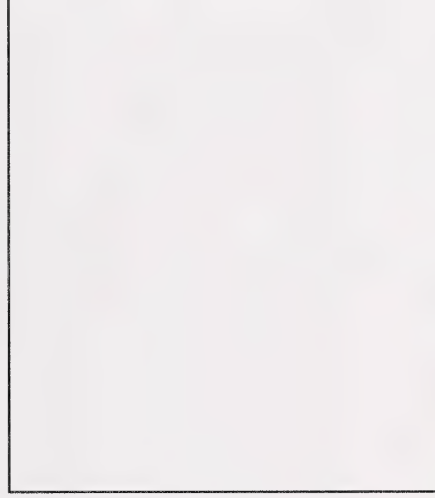
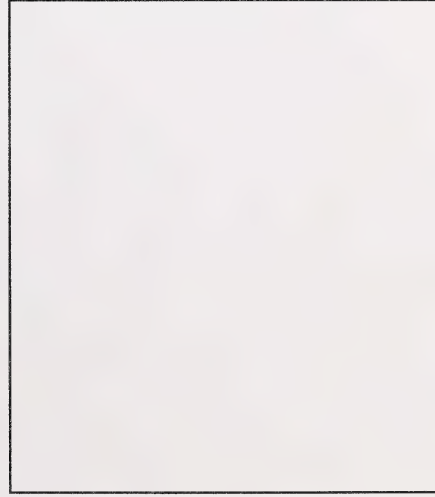
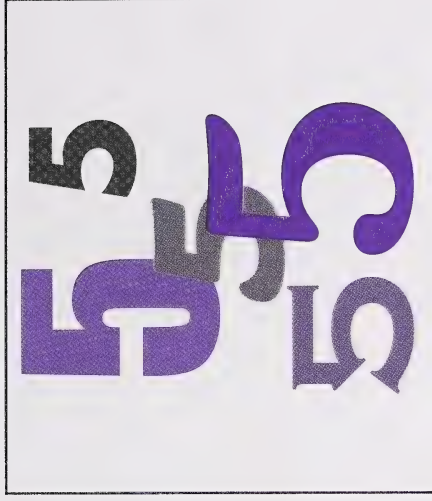
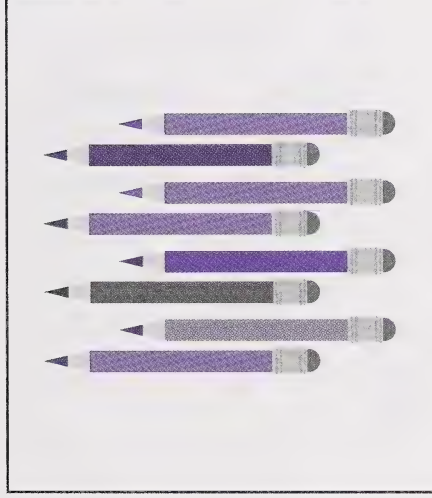
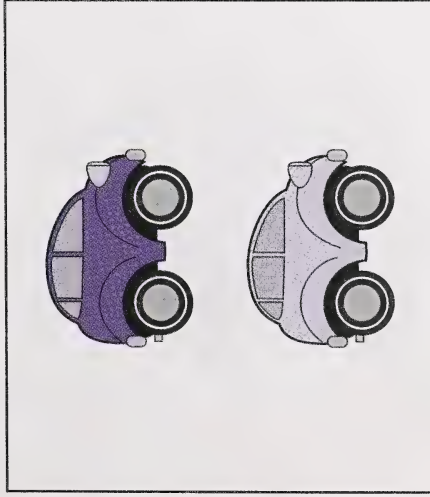
Discuss how the things in each group belong together: fish, apples, doctors, children, boats, and kites. They belong together because they are alike.

Look at these sets. How can you tell they belong together?



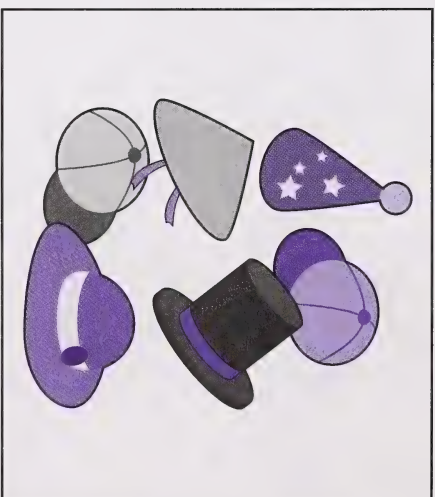
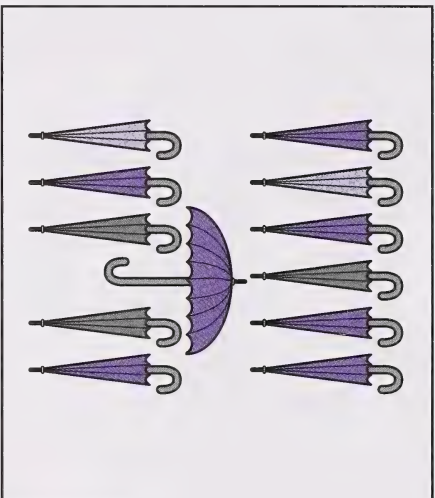
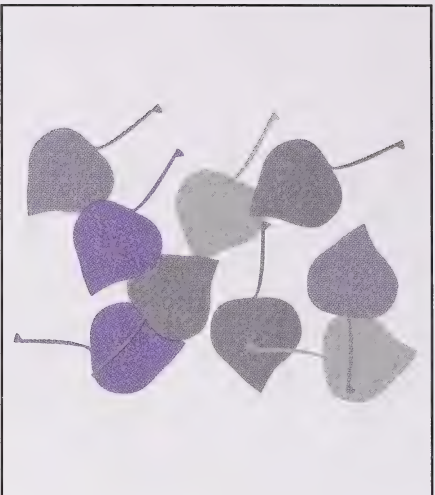


Draw a set that is one more than the one shown.



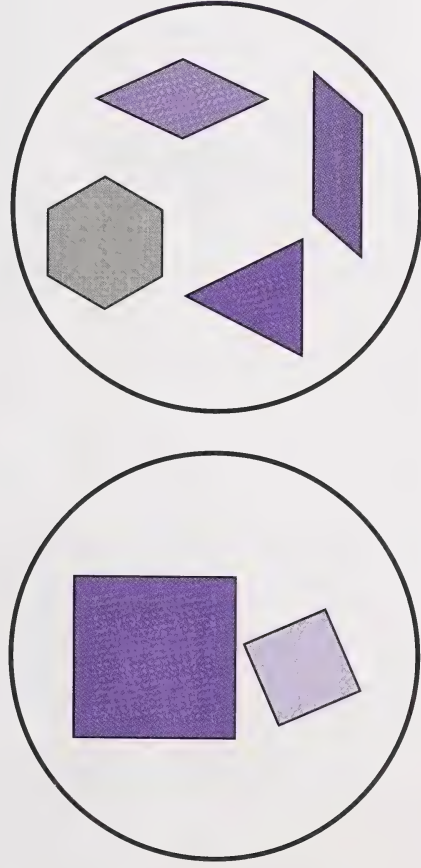


Draw a set that is one fewer than the one shown.



## Lesson 2

Jasper decided to try sorting sets. He took his blocks and came up with this.



Print Jasper's sorting rule.

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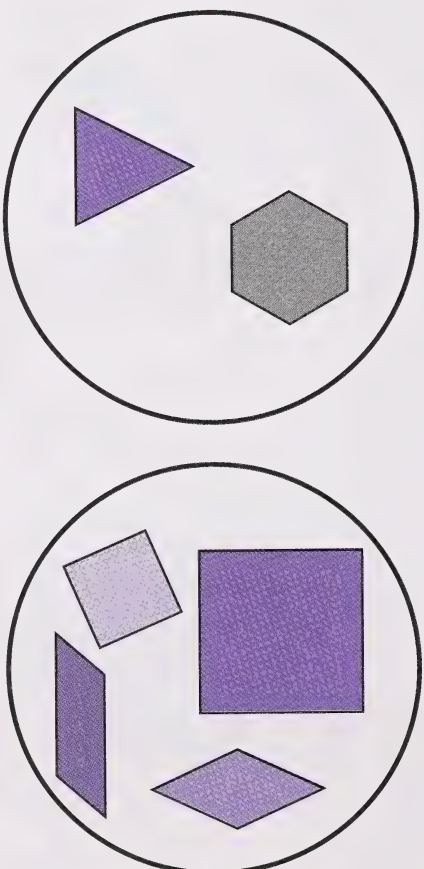
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Give the student time to figure this out independently. The answer should be that the first circle has two squares (all four sides are equal). The other circle has shapes with unequal sides and shapes with more or less than four equal sides. Give clues if the student is having a difficult time.

Jasper then re-sorted the blocks.

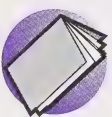


What do you think Jasper's new sorting rule is? Print your answer here.

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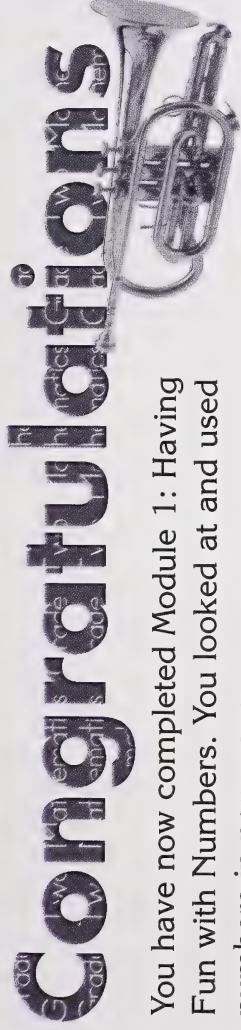
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Guide the student through this as well. If the student cannot figure it out, then tell him or her to look at each shape and describe it. How many sides does each one have? Is it three-sided? four-sided?



Go to Assignment Booklet 1B.





You have now completed Module 1: Having Fun with Numbers. You looked at and used numbers in new ways.

These are the ways you had fun with numbers:

- counting to 100
- counting backwards from 100
- finding numbers that are greater than and fewer than
- looking at odd and even numbers
- printing number words from zero to twenty
- using ordinal numbers up to thirty-first
- entering numbers on a calculator
- counting by 1s, 2s, 5s, and 10s on a calculator
- looking at sets and making sorting rules

Knowing more about numbers will help you in different ways. You will use numbers every day of your life. You can use numbers to find a house, use a telephone, or sort things.



Complete the Student Survey and the Student Checklist.

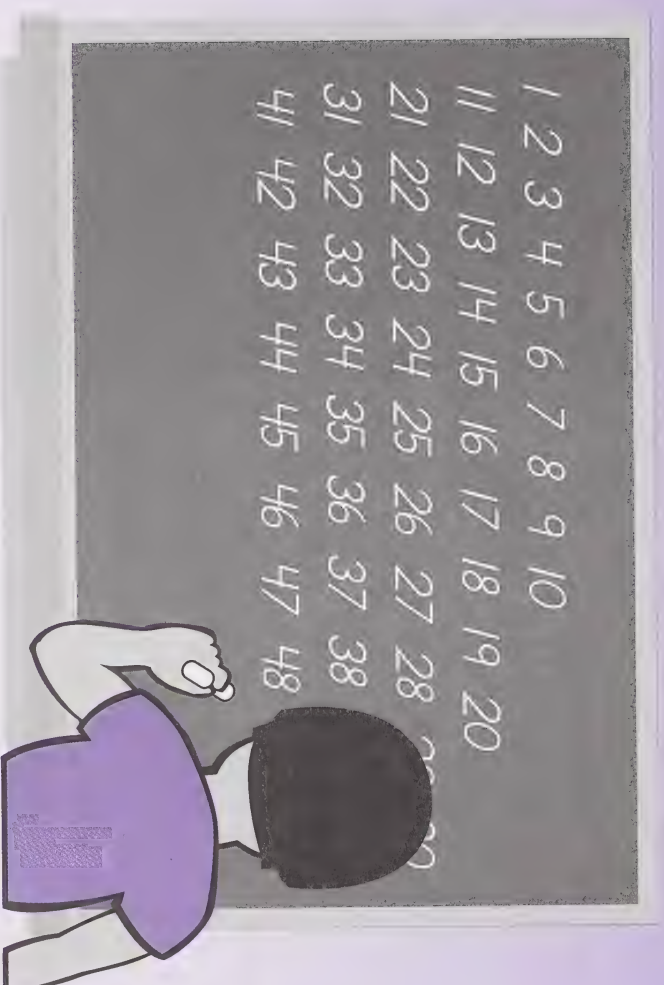


# Extension Activities

## Day 3

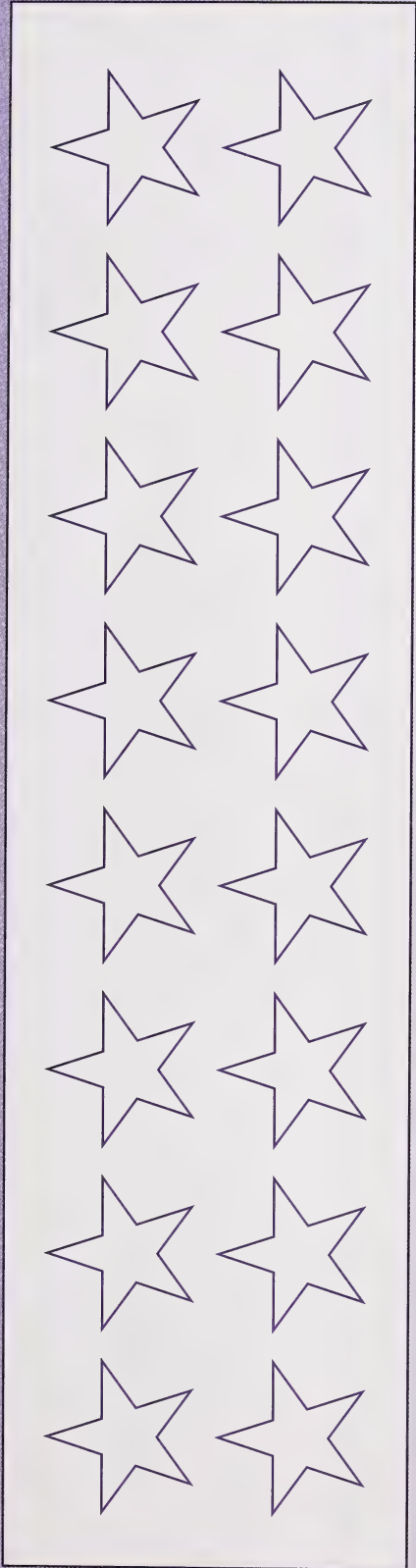
### Activity 1

In this activity, you will get more practice printing the numbers 0 to 100.

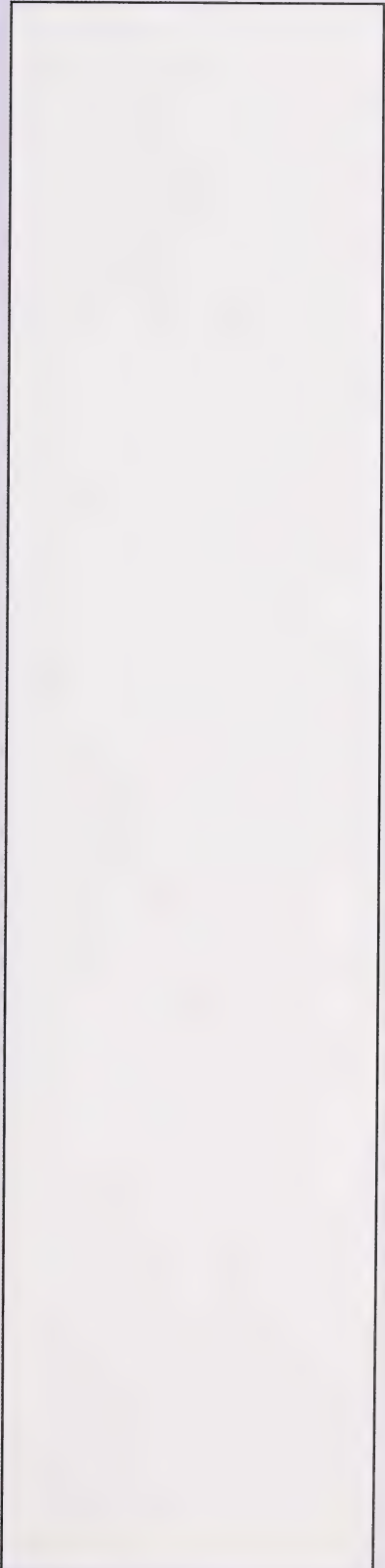


Activity 2

Colour eleven objects.



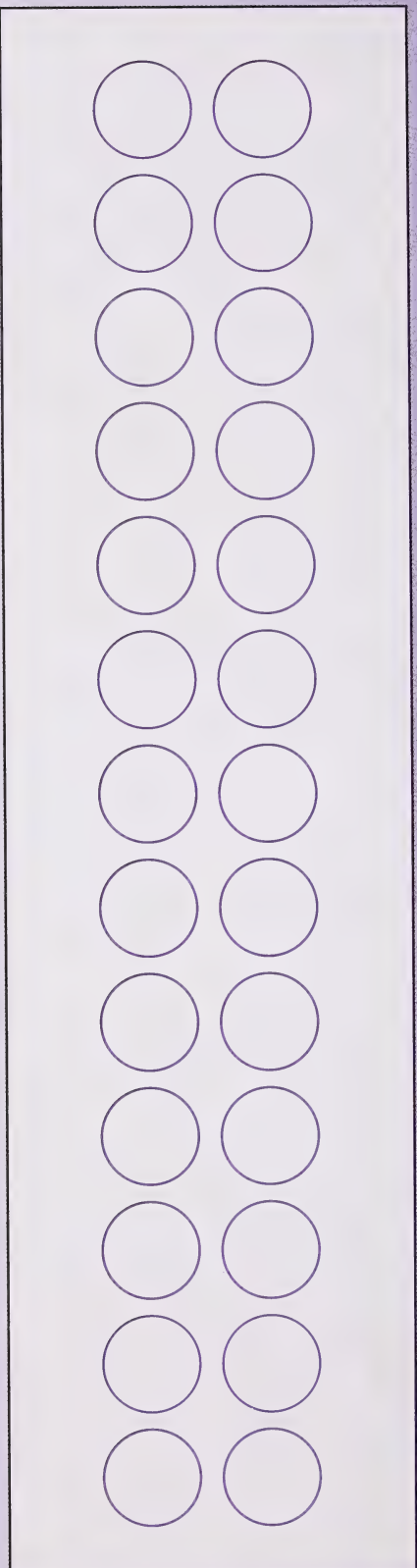
Draw eleven objects.



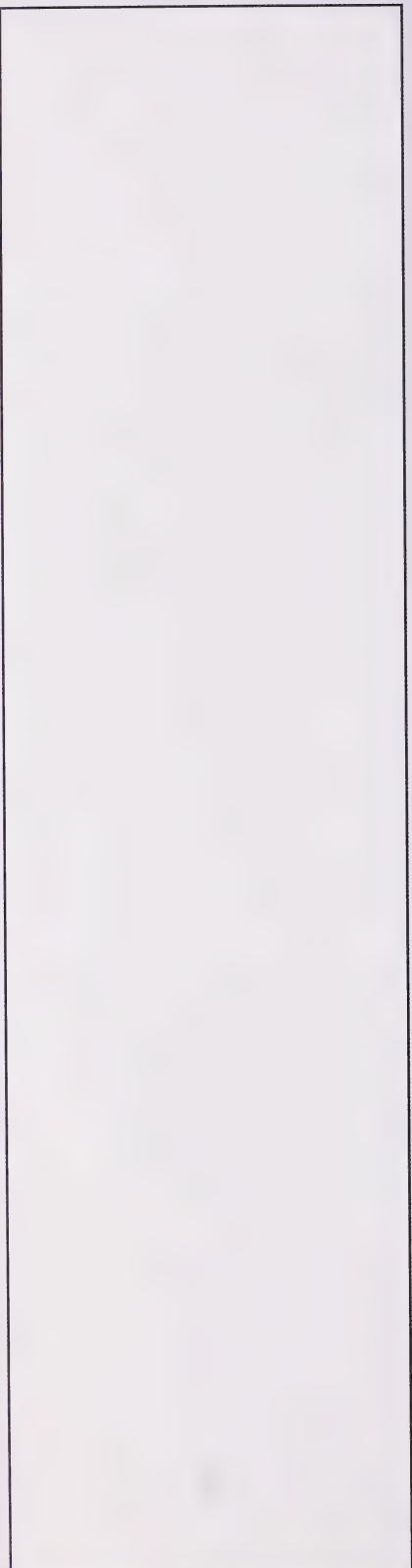


## Extension Activities

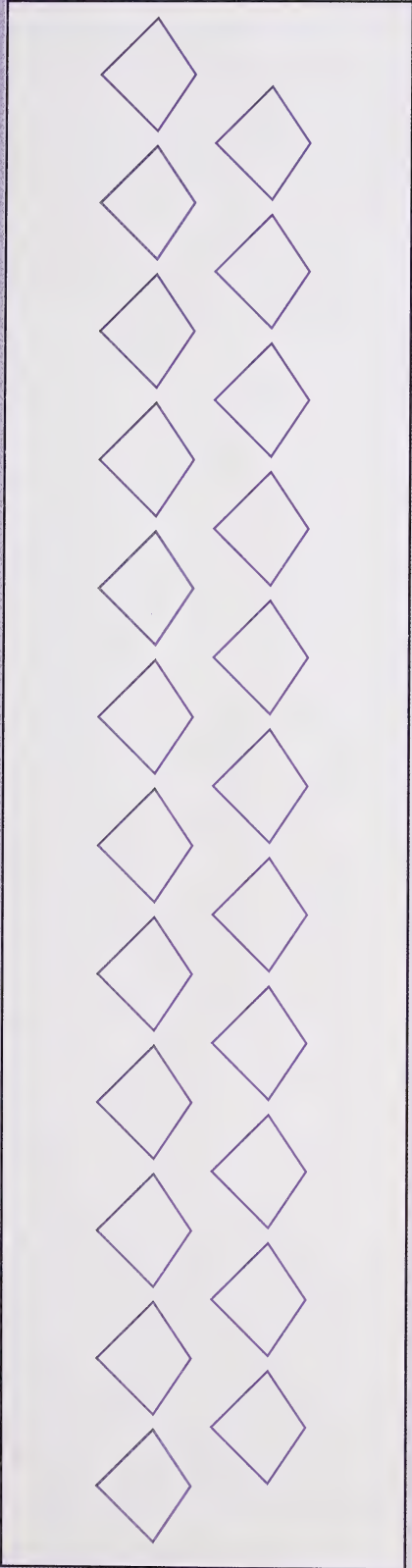
Colour twenty-one objects.



Draw twenty-one objects.



Colour eighteen objects.



Draw eighteen objects.



# Extension Activities

## Day 4

You will play a game to get more practice counting forward and backward.



## Day 8

Print the missing number word in the empty box.

eight		ten
-------	--	-----

	thirteen	fourteen
--	----------	----------



eleven	twelve	
nineteen		twenty-one
nine	ten	
fifteen		seventeen

## Day 9

Complete each sentence.

I have one \_\_\_\_\_.

I have two \_\_\_\_\_.

I have three \_\_\_\_\_.

## Extension Activities

I have four \_\_\_\_\_.

I have five \_\_\_\_\_.

I have six \_\_\_\_\_.

I have seven \_\_\_\_\_.

I have eight \_\_\_\_\_.

I have nine \_\_\_\_\_.

I have ten \_\_\_\_\_.

### Day 12

Place an object on the number your home instructor calls out. Can you get all 31 numbers?

Day 14

Look at the things you see around you. Is there one of them, or two, or more? Print the name of the thing in the odd or even box.

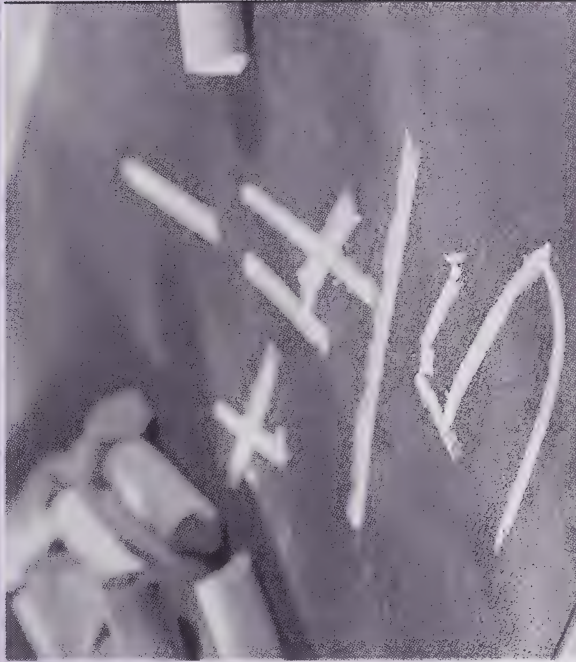
Odd	Even





# Appendix

**Image Credits**  
**One Hundred Chart**  
**Number Card Set**  
**Picture Cards**  
**Ordinal Numbers**  
**Rods**



# Image Credits

Some clip art drawings are commercially owned.

Welcome page EyeWire, Inc.  
Math Pictures pages EyeWire, Inc.

## Page

1	Photodisc, Inc.	31	Photodisc, Inc.	69	EyeWire, Inc.
3	EyeWire, Inc.	37	EyeWire, Inc.	70	Photodisc, Inc.
5	EyeWire, Inc.	38	Adobe Systems Incorporated	71	Photodisc, Inc.
9	Photodisc, Inc.	47	Photodisc, Inc.	85	EyeWire, Inc.
11	Photodisc, Inc.	50	Photodisc, Inc.	95	EyeWire, Inc.
17	Photodisc, Inc.	52	Photodisc, Inc.	108	Photodisc, Inc.
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20	EyeWire, Inc.	59	EyeWire, Inc.	117	EyeWire, Inc.
22	Photodisc, Inc.	60	Corel Corporation	118	Photodisc, Inc.
23	Photodisc, Inc.	62	Photodisc, Inc.	119	Photodisc, Inc.
26	EyeWire, Inc.	64	EyeWire, Inc.	125	Photodisc, Inc.; EyeWire, Inc.
27	EyeWire, Inc.	65	EyeWire, Inc.	Appendix title page:	EyeWire, Inc.



## One Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





## Appendix

### Number Card Set

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



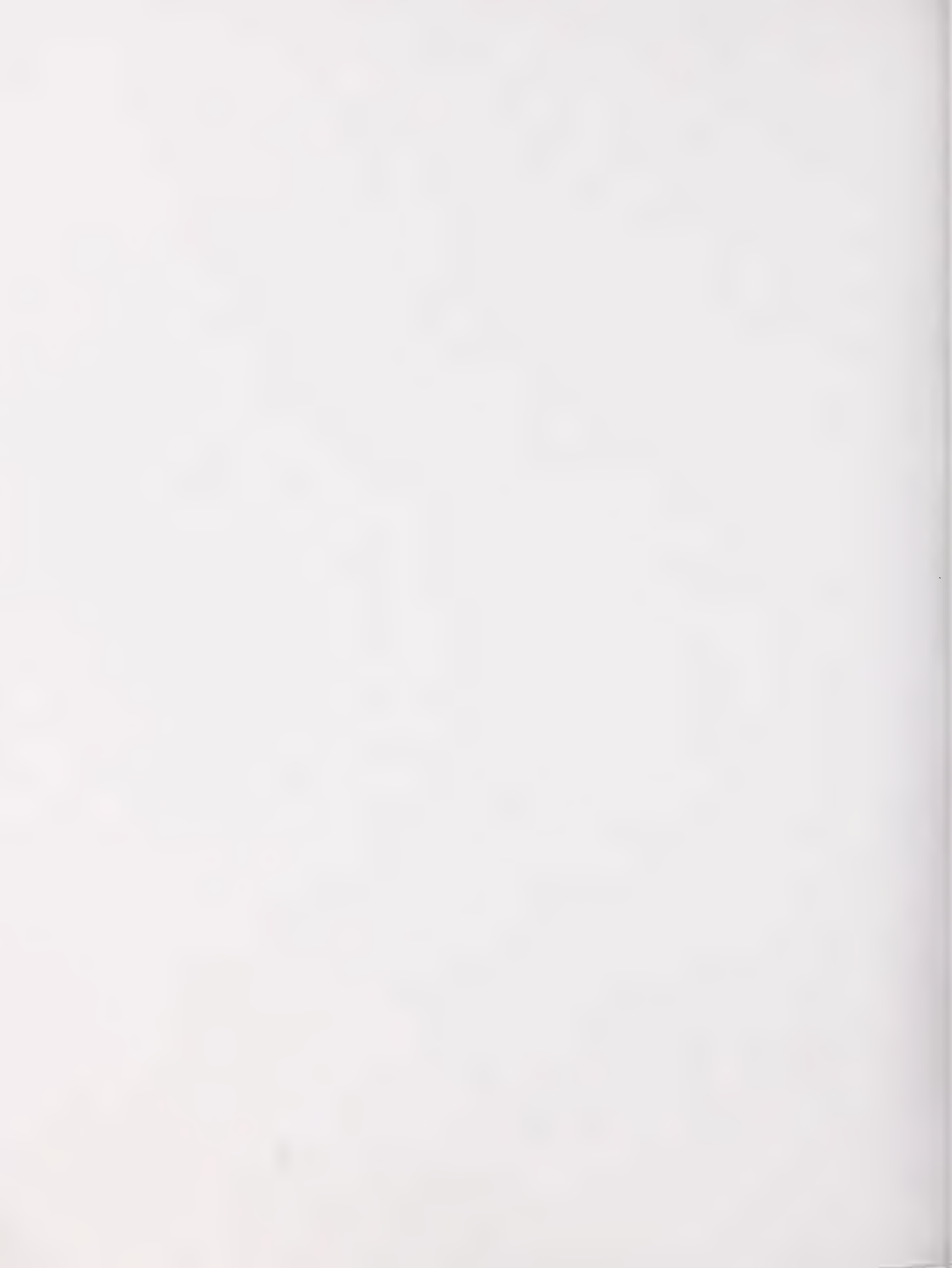




**Number Card Set (continued)**


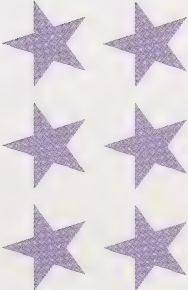
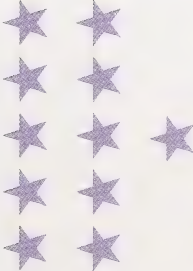



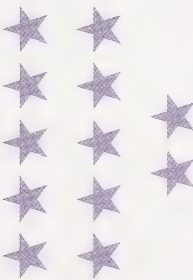



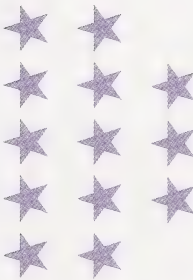

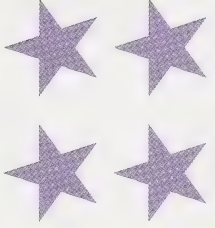



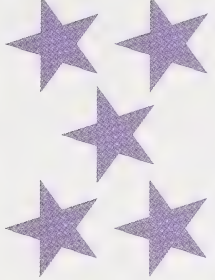



<b>one</b>	<b>two</b>	<b>three</b>	<b>four</b>	<b>five</b>
<b>six</b>	<b>seven</b>	<b>eight</b>	<b>nine</b>	<b>ten</b>
<b>eleven</b>	<b>twelve</b>	<b>thirteen</b>	<b>fourteen</b>	<b>fifteen</b>
<b>sixteen</b>	<b>seventeen</b>	<b>eighteen</b>	<b>nineteen</b>	<b>twenty</b>







## Picture Cards

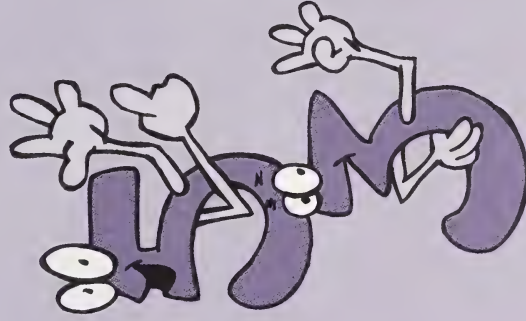
			
			
			
			
			





## Ordinal Numbers

first	eleventh	twenty-first
second	twelfth	twenty-second
third	thirteenth	twenty-third
fourth	fourteenth	twenty-fourth
fifth	fifteenth	twenty-fifth
sixth	sixteenth	twenty-sixth
seventh	seventeenth	twenty-seventh
eighth	eighteenth	twenty-eighth
ninth	nineteenth	twenty-ninth
tenth	twentieth	thirtieth
		thirty-first







**Rods**

